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# CENTRAL MISSOURI STATE TEACHERS COLLEGE



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BULLETIN

WARRENSBURG, MISSOURI

1919-1920

Announcement

AUG 18 1919

UNIVERSITY OF ILLINOIS  
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BULLETIN  
AND  
FORTY-NINTH ANNUAL CATALOG  
OF  
CENTRAL MISSOURI STATE  
TEACHERS COLLEGE

Established by an Act of the General Assembly, 1871

Organized May 10, 1871

Name changed to

Central Missouri State Teachers College  
by the General Assembly of 1919

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1919-1920

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Published by  
THE CENTRAL STATE TEACHERS COLLEGE  
ISSUED QUARTERLY



NEW ADMINISTRATION BUILDING



## SUGGESTIONS FOR CLASSIFICATION

Students are expected to familiarize themselves with the College requirements, including those for graduation, and they are primarily responsible for arranging their courses of study so as to meet the requirements.

In order to do this intelligently, this *catalog should be studied carefully*. If any of the requirements are not understood, the student should consult the Dean of the Faculty, or his own faculty adviser. The Head of the Department in which the student majors is the direct adviser of the student.

While the student is responsible, yet the school authorities are anxious to assist him in every possible way to understand the requirements and to plan his work. See pages 39 and 40.

## CALENDAR FOR 1919

JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
5	6	7	1	2	3	4	2	3	4	5	6	7	1	2	3	4	5	6	7	1
12	13	14	15	16	17	18	9	10	11	12	13	14	15	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28		23	24	25	26	27	28	29
30	31													30	31					
APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
6	7	8	1	2	3	5	4	5	6	7	8	9	10	1	2	3	4	5	6	7
13	14	15	16	17	18	19	11	12	13	14	15	16	17	8	9	10	11	12	13	14
20	21	22	23	24	25	26	18	19	20	21	22	23	24	15	16	17	18	19	20	21
27	28	29	30				25	26	27	28	29	30	31	22	23	24	25	26	27	28
														29	30					
JULY							AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
6	7	8	1	2	3	5	3	4	5	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30				
							31													
OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
5	6	7	1	2	3	4	2	3	4	5	6	7	1	7	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
							30													

## CALENDAR FOR 1920

JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
4	5	6	7	8	9	10	1	2	3	4	5	6	7	7	1	2	3	4	5	6
11	12	13	14	15	16	17	8	9	10	11	12	13	14	14	15	16	17	18	19	20
18	19	20	21	22	23	24	22	23	24	25	26	27	28	21	22	23	24	25	26	27
25	26	27	28	29	30	31	29							28	29	30	31			
APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
4	5	6	7	8	9	10	2	3	4	5	6	7	1	6	7	1	2	3	4	5
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30			
31							30	31												
JULY							AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
4	5	6	7	8	9	10	1	2	3	4	5	6	7	5	6	7	1	2	3	4
11	12	13	14	15	16	17	8	9	10	11	12	13	14	12	13	14	15	16	17	18
18	19	20	21	22	23	24	15	16	17	18	19	20	21	19	20	21	22	23	24	25
25	26	27	28	29	30	31	22	23	24	25	26	27	28	26	27	28	29	30		
							29	30	31											
OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
31																				

## BOARD OF REGENTS

HON. SAM A. BAKER, State Superintendent of Public Schools, *Ex Officio*.

TERM EXPIRES JANUARY, 1921.

F. O. DENNEY.....Kansas City  
J. L. SPILLERS.....Otterville

TERM EXPIRES JANUARY, 1923.

N. M. BRADLEY.....Warrensburg  
E. F. YANCEY.....Sedalia

TERM EXPIRES JANUARY, 1925.

C. A. KEITH.....Lexington  
J. T. HULL.....Butler

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OFFICERS

CHARLES A. KEITH.....President of Board of Regents  
E. F. YANCEY.....Vice-President of Board of Regents  
N. M. BRADLEY.....Secretary of Board of Regents  
MARCUS YOUNGS.....Treasurer of Board of Regents  
E. L. HENDRICKS.....President of School

**SCHOOL CALENDAR**

Fall term begins.....	Tuesday, September 16, 1919
Fall term ends.....	Wednesday, November 26, 1919
Winter term begins.....	Tuesday, December 2, 1919
Winter term ends.....	Friday, February 27, 1920
Spring terms begins.....	Tuesday, March 9, 1920
Spring term ends.....	Thursday, May 27, 1920
Summer term begins.....	Tuesday, June 1, 1920
Summer term ends.....	Friday, August 6, 1920

**HOLIDAYS**

Thanksgiving recess.....	November 26 to December 2, 1919
Christmas vacation.....	December 19 to December 30

**WARRENSBURG CENTRAL MISSOURI TEACHERS'  
ASSOCIATION**

Inter-High School Scholarship Contest.....	April 15, 1920
Inter-High School Declamatory Contest.....	April 16, 1920
Inter-High School Latin Contest.....	April 17, 1920
Inter-High School Track and Field Meet.....	April 17, 1920

**COMMENCEMENT EXERCISES**

Annual Sermon.....	Sunday evening, May 23, 1920
Class Day Exercises.....	Tuesday, May 25, 1920
Alumni Class Day Exercises and Reunion.....	Wednesday, May 26, 1920
Commencement.....	Thursday, May 27, 1920



## P R O P A T R I A



ADAMS, DAVID H.

ANDES, WILMER CHARLES

BOISSEAU, CHARLES HENRY

CARMACK, KENNETH GAEL

CATLIN, SAMUEL LESLIE

CLORE, ROBERT

CONNOLEY, LYLE

CROOK, BURRELL

DOWEY, JOHN

GORDON, BUFORD

KARLS, RAY

MCCLELLAND, BENJAMIN E.

MCCRAY, FRANCIS

MCNEEL, EDGAR LEE

PINGREE, JOHN

RECTOR, WALTER

SOOTER, CHARLES M.

TAYLOR, EARLE W.

THIEMAN, WALTER

THOMPSON, LOREN

WEBER, HAROLD E.

## FACULTY

E. L. HENDRICKS, A.M., LL.D.....	PRESIDENT OF FACULTY
C. A. PHILLIPS, A.M.,.....	DEAN OF THE FACULTY
ALMEDA MAY JANNEY, A.M.....	DEAN OF WOMEN
EDWARD BEATY, Ph.B. SUPT. CITY SCHOOLS AND ASSOCIATE IN FACULTY	

## AGRICULTURE

HARRY A. PHILLIPS,

*Professor of Agriculture and Geography.*

B.S., A.B., University of Missouri; graduate work in Manhattan Agricultural College; A.M., Cornell University.

AUDREY E. DAVIDSON,

*Associate Professor in Agriculture*

B.S., Kansas State Agricultural College.

## BIOLOGY

G. W. STEVENS,

*Professor of Biology.*

A.M., University of Kansas; Ph.D., Harvard University.

## ECONOMICS

WALTER E. MORROW,

*Professor of Economics.*

A.B., State Teachers College, Warrensburg, Mo.; A.M., Peabody College for Teachers.

## EDUCATION

C. A. PHILLIPS,

*Professor of Education and Dean of Faculty.*

A.M., University of Chicago; Fellow in University of Chicago, 1909-10; additional graduate work in Harvard University and Peabody College for Teachers.

C. B. HUDSON,

*Associate Professor of Education.*

B.S., A.B., University of Missouri; A.M., Columbia University, New York; graduate work in University of Chicago.

BURT W. LOOMIS,

*Associate Professor of Education.*

B.S., in Education, University of Missouri; A.M., Columbia University, New York. Additional graduate work, Columbia University.

PAULINE A. HUMPHREYS,

*Associate Professor of Education.*

Ph.B., University of Chicago; graduate work in University of Chicago; A.M., Columbia University, New York.

## ENGLISH LANGUAGE AND LITERATURE

VINCIL C. COULTER,

*Professor of English.*

A.M., Brown University; additional work in University of Chicago.

LUCY AUSTIN BALL,

*Associate Professor of English.*

Ph.B., University of Chicago.

C. F. MARTIN,

*Associate Professor of English.*

A.M., Brown University; graduate work in University of Chicago.

ANNA MARIE TODD,

*Associate Professor of English.*

Ph.B., University of Chicago. Additional graduate work, University of Chicago.

W. W. PARKER,

*Associate Professor of English.*

A.M., Columbia University, New York; additional graduate work in Columbia University.

## FRENCH AND SPANISH

ANNIE GARDNER HARRIS,

*Professor of French and Spanish.*

A.B., A.M., University of Kansas.

## HISTORY

C. H. McCLURE,

*Professor of History.*

A.M., University of Missouri.

LAURA L. RUNYON,

*Associate Professor of History.*

Ph.M., University of Chicago.

H. H. BASS,

*Associate Professor of History.*

M.Litt., University of Wisconsin; A.M., Harvard.

ALMEDA MAY JANNEY,

*Associate Professor of History.*

A.B., University of Michigan; A.M., Columbia University, New York.

## LATIN

BESS CARTER,

*Professor of Latin.*

B.S., in Education; A.M., University of Missouri.

## MATHEMATICS

JAMES H. SCARBOROUGH,

*Professor of Mathematics.*

Ph.D., Vanderbilt University; graduate work at University of Chicago.

MARY ANNE KENNEDY,

*Associate Professor of Mathematics.*

Graduate State Normal School, Cortland, N. Y.; A.B., Cornell University.

FRED W. URBAN,

*Associate Professor of Mathematics.*

A.B., University of Missouri; graduate work University of Missouri and University of Chicago.

## PHYSICS AND CHEMISTRY

WILSON C. MORRIS,

*Professor of Physics and Chemistry.*

Ph.D., Illinois Wesleyan University; graduate student University of Chicago, and Cambridge University, England.

EARL FOSTER,

*Assistant Professor in Chemistry and Physics.*

Graduate Warrensburg State Teachers College; student in University of Chicago.

## PHYSIOLOGY AND HYGIENE

FRANCIS M. WALTERS,

*Professor of Physiology.*

A.M., University of Indiana; graduate student in University of Chicago.

## TRAINING SCHOOL

GEORGE R. CRISSMAN,

*Superintendent of Training School.*

A.B., University of Kansas; A.M., Columbia University; graduate work at Harvard, and University of Chicago.

DOROTHY B. SELF,

*Supervisor of English and Foreign Languages.*

B.S., A.B., University of Missouri; graduate work in University of Missouri.

MABEL M. RICHARDS,

*Supervisor of Mathematics and Commercial Work.*

A.M., University of Missouri.



AMY E. WARE,  
*Supervisor of Science.*

A.M., Columbia University, New York.

NETTIE C. MOULTON,  
*Supervisor of History and Social Science.*

A.B., in Education, University of Minnesota; graduate work Columbia University.

RUTH FITZGERALD,  
*Supervisor Intermediate Grades.*

A.B. and B.S., in Education, University of Missouri.

ARUBA CHARLTON,  
*Supervisor of Primary Department and Instructor in Primary Method.*  
Ph.B., University of Chicago; A.M., Columbia University.

JULIA SCOTT,  
*Director of Kindergarten and Instructor in Kindergarten Theory.*  
Graduate of Kindergarten Normal, Galesburg, Illinois.

-----  
*Supervisor of Technical Subjects.*

## DEPARTMENT OF TECHNICAL SUBJECTS

### COMMERCE

H. G. ELLIS,  
*Head of Department of Commerce.*

Graduate of Cedar Rapids Business College; graduate student Cornell College.

### DRAWING

ELIZABETH SHANNON,  
*Director of Drawing.*

Graduate of Pratt Institute, Brooklyn, N. Y.; B.S., Columbia University;  
B.S., in Education, State Teachers College, Warrensburg, Missouri.

MAYME B. HARWOOD,  
*Associate Professor in Art.*

Graduate of Pratt Institute, Brooklyn, N. Y.

HOME ECONOMICS

MARY KLINGNER,

*Director of Home Economics.*

A.B., in Home Economics, University of Missouri.

EDITH HALL,

*Assistant in Household Arts.*

B.S. in Home Economics, Kansas State Agricultural College.

INDUSTRIAL ARTS

FLOYD McELROY,

*Director of Industrial Arts.*

Graduate of State Teachers College, Warrensburg, Missouri; Student University of Chicago.

MUSIC

CHARLES R. GARDNER,

*Director of Music.*

Graduate American Institute Normal Methods, Chicago; Student in Voice under Douglas Powell, New York City, and L. Drew Mosher, Cincinnati; Student in Piano under George Kruger, Belgian Court Pianist.

LUCY RUTLEDGE,

*Teacher of Public School Music and Violin.*

Graduate Teacher of Violin, and Violinist, Cincinnati College of Music.

-----  
*Instructor in Public School Music and Voice.*

-----  
*Instructor in Public School Music and Piano.*

PHYSICAL EDUCATION

W. N. GREIM,

*Professor of Physical Education.*

ELIZABETH ELLIOTT,

*Instructor Physical Education for Women.*

Ph.B., Columbia University, New York.

## LIBRARY

LEESON HAY COOK,

*Librarian.*

Ph.B., University of Chicago; graduate library work University of Illinois.

MAY E. FOLEY,

*Assistant Librarian.*

A.B., University of Wisconsin; Graduate Library School.

ALDA CECIL,

*Assistant Librarian.*

## OTHER OFFICERS

G. E. HOOVER,

*Registrar.*

BESS A. DOVE,

*Secretary to President.*

LAURA L. RUNYON,

*Secretary to Faculty.*

WALTER CAMPBELL,

*Superintendent of Buildings, Grounds, Heating and Janitor Service.*

## FACULTY COMMITTEES

The first person named on each committee is chairman and the President of the Faculty is *ex officio* member of each committee.

*Standing and Classification:*

C. A. PHILLIPS, MCCLURE, SCARBOROUGH, CRISSMAN, COULTER, CARTER, HARRIS, MORROW, H. A. PHILLIPS, JANNEY, STEVENS, MCELROY.

*Certification and Graduation:*

HENDRICKS, COULTER, KENNEDY, C. A. PHILLIPS, SHANNON.

*Alumni and History of School:*

H. A. PHILLIPS, HARRIS, HARWOOD, MCCLURE, HUMPHREYS.

*Athletics:*

MORROW, PARKER, FOSTER.

*Chapel Exercises:*

MORROW, RUTLEDGE, GARDNER.

*Care of Buildings and Grounds:*

STEVENS, WALTERS, DAVIDSON.

*Debate:*

COULTER, MARTIN, RUNYON, MORROW, PARKER.

*Discipline:*

MORRIS, JANNEY, SCARBOROUGH, MCCLURE.

*Catalog and Reports:*

MORRIS, RUNYON, COULTER, CRISSMAN.

*Recommendations and Positions:*

MCCLURE, C. A. PHILLIPS, CRISSMAN.

*Statistics:*

HUMPHREYS, KENNEDY, LOOMIS.

*Correspondence Courses:*

HARRIS, HUDSON, CARTER, ELLIS.

*Lecture Course and Entertainment:*

BASS, URBAN, COULTER, JANNEY.

*Social Welfare Committee:*

JANNEY, KENNEDY, BALL, RUNYON, ELLIOTT, COOK, TODD.

*Committee on Course of Study:*

CRISSMAN, C. A. PHILLIPS, MORRIS, SCARBOROUGH, COULTER, MCCLURE.

## DUTIES AND POWERS OF OFFICIALS AND COMMITTEES

### SUSTAINING DIRECT RELATIONS TO STUDENTS

#### Dean of Faculty

The Dean of the Faculty is the acting head of the school in the absence of the President. He supervises classification, evaluates entrance credit, ascertains the standing of candidates for any certificate or degree, and presents all irregular or questionable cases to the proper committee for adjudication. Inquiry concerning credit should be addressed to him.

#### Dean of Women

The Dean of Women concerns herself with student life outside of, as well as in, the classroom. This includes social life, health, rooming and boarding places, self-help, and other forms of student welfare.

#### Standing and Classification

1. This committee shall determine the value of any work done in other schools or of any work specifically determined by the present course of study, when such work is offered for advanced standing or for graduation.

2. It shall furnish to the recording official a statement of credits allowed, and provide for entrance examinations.

3. It shall prepare the daily programs for each quarter.

4. It shall enroll and classify all students.

5. It shall see that a full and correct roll of students be kept in the office of the Registrar.

6. It shall see that the grades made by students each quarter are duly reported to the recording official.

#### Certification and Graduation

1. It shall collect each quarter a list of names of students applying for certificates or for graduation, and ascertain whether such applicants have complied with the required conditions.

2. It shall see that certificates and diplomas are provided, filled out and signed for all fully accredited applicants.

3. It shall supervise the keeping of a permanent record of all students receiving certificates or diplomas.

4. It shall have general supervision of graduation exercises and the arrangement of the program, and the selection of class speakers must have its approval.



### **Athletics**

1. This committee shall have general supervision over all athletic games, exhibitions and contests, and shall have control over the arrangement for such games, exhibitions and contests with other schools or associations.

2. It shall decide what candidates shall be eligible for membership on teams or for admission to athletic games, exhibitions and contests and it shall exclude from participation those whom it finds below the standard in their studies, or ineligible for any other cause.

### **Debate**

1. This committee shall advise with all the students in all important matters connected with debate, oratory and declamation.

2. It shall control all arrangements for contests in debate, oratory and declamations, and all arrangements for such contests with other institutions shall be made only by and with the consent of this committee.

3. All productions for such contests shall be prepared and presented in conformity with the rules and regulations of this committee.

### **Discipline**

1. This committee shall have charge of the general discipline of the school, including the order of the halls and about the buildings.

2. When asked to do so, it shall advise with and assist teachers with reference to individual cases or special regulations for discipline and may inflict punishment to the extent of limited suspension from the school.

3. It shall investigate and report upon all cases requiring faculty action.

### **Lectures and Entertainment**

1. The committee shall select and contract for all lectures and entertainments for the regular Lecture Course.

2. All entertainments, excepting those which come under the control of other regular committees, must receive the approval of this committee and be subject to its regulation before they shall be permitted to take place in the chapel.

3. All entertainments that are to take place in the chapel must be scheduled by this committee.

### **Course of Study**

This committee has under consideration the constant adaption of the course of study to changing social conditions.

### Social Welfare

This committee has general supervision of the social activities of the school and school organizations.

### Recommendations and Positions

This committee assists graduates and qualified students to secure positions to teach, and aids school officials in procuring teachers.

It collects complete and accurate information respecting all applicants for positions to teach who ask the assistance of the committee.

It seeks to recommend candidates best suited to fill vacancies and not to send out general letters of recommendation.

School authorities who write the committee will have full and confidential information in regard to applicants.

School officers are cordially invited to visit the school to inspect the work of those whom they may wish to secure to fill positions. Correspondence is invited from boards, principals and superintendents in regard to vacancies and teachers. This information will be treated in full confidence, and all possible assistance will be gladly given.

While the chief work of the committee is to help the students who are in attendance, yet it will be the purpose to lend assistance to graduates and former students in securing more satisfactory positions. To this end the full co-operation of Alumni and former students is earnestly desired. Write to the committee when in need of a teacher. Supply information concerning vacancies.

All correspondence in regard to location of teachers should be addressed to the Committee on Recommendations and Positions.

### Statistics

This committee presents the relative standing of all classes and organizations in the college; compares the grading of all members of the faculty, and prepares reports of the institution for state and federal authorities. All records must be available to this committee.

## HISTORICAL

The Second Normal School District was established by act of the General Assembly, approved March 20, 1870. The commission appointed by the Governor of the State to locate the school selected Warrensburg, the county seat of Johnson county, April 27, 1871. In consideration of such selection, Warrensburg and Johnson county voted municipal and county bonds to the amount of one hundred and seventy-three thousand dollars, the proceeds from the sale of said bonds to be used in the erection of a Normal School building.

Immediately following the location of the school, a Board of Regents was appointed by the Governor. This Board at once elected a faculty, consisting of Dr. George P. Beard, president; E. A. Angel and Miss Lucy Jane Maltby, instructors, and on May 10, 1871, the school was formally opened in a rented building with thirty students in attendance.

During the first ten years the school labored under serious difficulties. The meager appropriations made by the Legislature were wholly inadequate for the completion and proper equipment of the building and for the employment of the needed corps of teachers; also, an interest in the school and its special function of training teachers had to be aroused and its existence justified in the minds of many people. Yet, in spite of these difficulties, there was an average annual attendance of 381 students during the first decade of its existence—1871 to 1881.

During the decade 1881 to 1891 the average annual enrollment was 542, and for the period from 1891 to 1901, the average annual attendance grew to 866. Average 1901-1911, 1,460. This gratifying growth continues unabated, the number enrolled for the current year 1918-1919 being 2109, exclusive of students in the Training School. Probably no other Normal School in the country has had a steadier or more substantial growth and development.

The Faculty has grown from three members, constituting the first organization, to fifty members, the number employed for the next scholastic year. Of this number none are substitutes or student teachers, but all are men and women whose

scholarship and experience especially fit them for the work for which they have been employed.

As a result of the forty-eight years' labor of this institution, 8165 men and women have been licensed to teach in the public schools of Missouri. Of this number, 4573 have received the Regents' Certificate, a two years' license to teach in Missouri; 3393 have received diplomas which give a life license to teach in the public schools of Missouri, and 199 have received the Rural School Certificate.

The influence of the school on the educational progress of the state and its work in developing the type of citizenship that makes the Missouri of today a rich and prosperous commonwealth cannot, of course, be definitely estimated, but that it has been a very potent factor is beyond question.

The General Assembly of 1919 passed a bill which changed the name of the Warrensburg State Normal School to the Central Missouri State Teachers College.

In addition to the courses formerly offered, one hundred and twenty semester-hour courses for the degrees Bachelor of Arts and Bachelor of Science have been added.

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## BUILDINGS

### THE ADMINISTRATION BUILDING

This building was completed in 1917. It is 218 feet in length and is three stories high. The base is built of Carthage limestone and the walls of Warrensburg sandstone. The main entrance and corridor are of marble and the entire building is equipped with modern conveniences. The fan system of heating and ventilating, vacuum cleaner, etc., are installed. Its front entrance rivals the Gothic entrance to the old building and will doubtless furnish the motif for future illustrations of the entire school plant. The building is occupied by the administrative offices, the academic departments, and, temporarily, by the Library. The literary societies have commodious quarters in this building.

### TRAINING SCHOOL BUILDING

This is one of the most beautiful and serviceable school buildings in the state. It is a full three-story building, concrete thruout and hence fireproof. It is heated by steam and has forced fan ventilation. The temperature and humidity are regulated automatically. The floors in the classrooms are of hard wood; the blackboards are of slate; and there are sanitary drinking fountains on each floor. There are library cases and special supply rooms for each department and movable furniture thruout.

### SCIENCE HALL

This building, like the new Training School, incorporates the best that is known to modern school architecture in construction, heating, lighting and ventilation. It is a full three-story building, 107x66 feet. The departments of agriculture, biology, home economics, chemistry, physics and physiology are very comfortably housed in this building. Each department is well equipped, and excellent opportunity is afforded for instruction in the various departments of science.

### HEATING PLANT

A new stone building with three new Heine boilers, 250 h.p. each, supplies abundant and uniform heat.

### DOCKERY GYMNASIUM

The General Assembly of 1903 made an appropriation for a gymnasium. The Board of Regents erected a three-story modern building of the famous Johnson county sandstone. It contains a gymnasium thoroly equipped for women, and another for men occupying an entire floor. There are also the rooms of the music department, the reading rooms of the Y. M. C. A., and the offices and physical testing rooms for the physical directors.

### MANUAL TRAINING BUILDING

The General Assembly of 1903 also appropriated \$22,000 for the erection of a new heating plant, with a second story for the Manual Training Department. Five rooms of the building have been equipped and devoted to the use of that department.



## LOCATION

The fact that for forty-eight years Warrensburg has been one of the active educational centers of the state has not been without influence upon the town, and the intellectual atmosphere is that which characterizes our best college towns, the school being easily the central interest of the community. Warrensburg is a town of homes, and the citizens are in every way hospitable toward the student body. Most students board under home influences and enjoy home conveniences. The churches welcome students as an actual force in their services, and a large per cent of the faculty and student body take an active interest in religious work.

Pertle Springs, one of the well-known summer resorts in the state, is but one mile from the campus. A great number of religious, political and social conventions and meetings occur here each year, and afford the students opportunities, especially in the summer time, to hear distinguished speakers that otherwise they would in all probability never hear.

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PURPOSE OF THE SCHOOL

It is axiomatic that a just and efficient government must be controlled and administered by the educated; hence the genius of our government implies an educated citizenship. Missouri, in common with most of the American states, realized, practically from its founding, the necessity for an educated citizenship. This attitude of the state towards the instruction of its people makes it the one competent agency in supplying qualified teachers for its school. The State of Missouri does this thru its State Teachers Colleges, whose function is to prepare teachers for the schools of the state. The Revised Statutes of 1899 declare the Normal Schools [Teachers Colleges] to be established to fit young men and young women to be "competent teachers in the public schools of the state." In the same statutes the public schools of the state are defined to be *elementary schools* and *high schools*, and provision is made for the support and control of the one class of schools as much as the other; so it is incumbent upon the State

Teachers College to provide trained teachers for both classes of schools.

It has been correctly said, "The State Teachers College is not an institution for general culture for its own sake; it is a special school—a professional school. Its purpose is to confer on its students that education, discipline, professional training and practical skill which will best fit them for teaching in the public schools of the state." A Teachers College being characteristically professional, the dominant interest centers in that training which the school affords to those preparing to be teachers. This school is especially organized for professional work in its departments of Psychology, Pedagogy and the Training School.

The Training School applies the professional knowledge of the departments of Psychology and Pedagogy in actual teaching by the students in the Kindergarten, the Elementary School and the High School. These three departments constitute the three divisions of the continuous process in the professional preparation of a teacher.

Academic and technical preparation must of necessity proceed along with or before professional instruction. The academic instruction in a Teachers College must be exact, thoro, broad. The student is thoroly grounded in the subjects he is to teach. With the claims now made upon the schools for industrial and vocational instruction Teachers Colleges cannot be less exacting or extensive in the study of the technical subjects. In all departments of instruction this school does not lose sight of the fact that it is a professional school—that its work is that of training teachers. The attitude of the teacher to subject matter is not forgotten. The student is constantly made to realize that the methods of acquiring knowledge is of importance as well as the plans for imparting information.

It is believed that in following the plans thus set forth this school can hope for a reasonable success in carrying out the purpose of a State Teachers College—that of fitting "young men and young women to be competent teachers in the public schools of the state."

### THE GOVERNMENT OF THE SCHOOL

In the government of the school the largest liberty consistent with good work and order is allowed. The disciplinary power of the institution is brought to bear upon the student only to bring him to a rational understanding of freedom and to lead him to such self-government as will make him capable in the future of wisely governing others who shall become his pupils.

It is, therefore, the policy of the administrative authorities to ask any student who does not conduct herself or himself in all things as becomes a lady or gentleman, or who is found not to be adapted to school work for other reasons, to withdraw from the institution.

### DEPARTMENTS OF TECHNICAL SUBJECTS

These departments are Commerce, Fine Arts, Home Economics, Industrial Arts, Music, Physical Education. Each department is provided with special apparatus needed for its work.

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### STUDENT ORGANIZATIONS

All these organizations, as the name implies, are managed and directed by the students, and have for their purpose the acquiring of knowledge and skill in directing organized efforts and in doing things that have real educative value. Faculty assistance and direction is reduced to a minimum.

### THE LITERARY SOCIETIES

The Literary Societies—six in number—the Athenian, the Baconian and the Irving for young men; the Campbell, the Osborne and the Periclean for young women—are under the general control of the faculty and the immediate supervision of patrons appointed by the President.

Each society holds its regular meetings once a week, at which times programs are rendered, consisting of readings, declamations, essays, orations, debates, songs, choruses, etc.

Here the students are able to secure practical drills in public deportment and address. The patrons from the faculty assist the several societies at different times and offer criticism on the programs. In addition to this, during the year contests in oratory, debate and declamation are held between the several societies of the school, and between the different schools of this and other states. All contests of this nature are under the control and supervision of the Faculty Committee of Debate.

In the inter-society contests for 1918-1919, the following were the successful contestants:

In oratory, first, Miss Obera Berry (Osborne); second, R. F. Wood (Athenian). Miss Berry also won in the inter-Normal contest at Cape Girardeau and represented Missouri in the inter-state contest at Cedar Falls, Iowa.

The Campbells and Irvings, represented by Miss Howard and Emerson Park, won the debate with the Osbornes and Baconians and also with the Pericleans and Athenians.

#### THE CHRISTIAN ASSOCIATIONS

The students maintain two religious organizations—the Y. M. C. A. and the Y. W. C. A. These associations hold regular weekly meetings for devotional and social service purposes, and occasional social gatherings. The associations are factors for good in the school and the students are cordially invited to identify themselves with them. Committees of the two associations meet all trains at the beginning of the terms to assist and direct new students.

These organizations are affiliated with the national organizations with headquarters at New York City. The State Secretaries make at least one visit during the year and several delegates represent the organizations in the state and national meeting. There are, besides the officers of the student body, advisory boards composed of faculty members and residents of the town.

## CLUBS

The school has a number of organized clubs, the membership in which is voluntary. Their organization is encouraged for the opportunities they give for self-government and self-activity in such lines as the students may have special interests. At the present time the following organizations are doing successful work:

### THE SCIENCE CLUB

The Science Club was organized in 1909. Its purpose is to stimulate a more general interest in science work and to bring the student in touch with the method and results of scientific research. Membership is confined to students and teachers of the Science Departments. Meetings are held bi-weekly. The attendance was unusually large during the past year.

The several Science Departments are organized under a chairman for the purpose of securing efficiency in each department and unity of work in all.

### THE SCHOOL ARTS CLUB

The School Arts Club was organized in October, 1913. Its purpose is to further the extension of the Fine and Applied Arts. Students of the Fine, Household, and Industrial Arts Departments, and others particularly interested in Practical Arts, are eligible to membership.

### LE CERCLE FRANCAIS

The object of this club is to promote and sustain interest in the study of French customs, language and literature. French lectures, dramatics, games and music are included in its programs.

### MUSICAL ORGANIZATIONS

There are at this time several musical organizations in the school—a large chorus composed of young ladies and gentlemen, a girls' chorus, the men's glee club, a band, an orchestra and a mandolin club. Students with the necessary qualifications are urged to become members of these organizations. Those having instruments are requested to bring them.



### TENNIS CLUBS

On a well-shaded portion of the campus are several tennis courts for the free use of the students. This most delightful and wholesome outdoor sport is growing more in popularity with the students each year. Two afternoons each week are set aside for the young ladies' classes in Physical Training. These classes are especially helpful to beginners in tennis.

The courts are under supervision of the Athletic Department.

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### ALUMNI ASSOCIATION

All graduates of the Sixty, Ninety and One Hundred and Twenty Hour Courses are members of the Alumni Association. The membership is now more than 3300.

The supreme test of the value of a school to the commonwealth is the quality of its Alumni. Among our graduates are many who have attained distinction in the world of educators, and many who have achieved success in other lines. The graduates, in direct contact as they are with the larger thought, environments and ideals of the state, owe to their Alma Mater a contribution for her efforts for finer character, higher culture and larger citizenship. The Alumni Association is a useful factor in the upbuilding of this school.

The school is justly proud of the large number that return from year to year to do advanced work, or enter the colleges and universities to do work for higher degrees; it indicates that the work and school life of this institution give a stimulus and educational momentum that is enduring.

The Association held its regular meeting Commencement Week. The spirit of loyalty and co-operation displayed at this meeting gives assurance of effective work by the members of the Association on behalf of their Alma Mater.

Officers for the ensuing year are as follows:

President.....	MISS PAULINE HUMPHREYS
Vice-Presidents { .....	MRS. VIRGINIA HEDGES
{ .....	CHARLES W. PARKER
Secretary-Treasurer.....	MISS STELLA MITCHELL

## MISCELLANEOUS INFORMATION

### THE LECTURE COURSE

For a number of years this institution, thru its Faculty Lecture Course and Entertainment Committee, has maintained a course each year of high-class lectures and entertainments. The committee has always sought to maintain a high standard of excellence by selecting for each course the highest quality of talent available on the American platform. The only motive in providing the lecture course is to offer the best educational influences to the students and the community. The "Student Activity Card," which each student receives upon enrollment, gives admission to all numbers of the Lecture Course.

### INTER-HIGH SCHOOL LATIN CONTEST

Competitive Latin examinations will be held at 10 a. m., April 17, 1920. They are open to all students in this District who are pursuing the most advanced courses offered in their respective schools. Free scholarships will be awarded to the winners as follows:

For one year Latin.....	2 terms
For two years of Latin.....	2 terms
For three years of Latin.....	3 terms
For four years of Latin.....	4 terms

Where Cicero and Vergil are alternated in the third year, this will be taken into consideration.

The successful contestants for 1919, named in order, were:

LENA LACEY, Sedalia.....	4 years of Latin
FAYE GARLAND, Windsor.....	3 years of Latin
ETHEL BENFIELD, Lee's Summit.....	2 years of Latin

### INTER-HIGH SCHOOL TRACK MEET

The Twelfth Annual Inter-High School Track and Field Meet, combined with the Central Missouri Meet, and known as the Eighth Annual Inter-High School Track and Field Meet of the Warrensburg-Central Missouri Teachers' Association, was held on the Normal Field, April 12, 1919.

Harrisonville won the meet with a total of fifty points. Independence won the Trophy Cup for the relay race.

The standing of the first three schools was as follows: Harrisonville, 50; Clinton, 26; Independence, 7.

## RED CROSS INSTRUCTION

I. ELEMENTARY COURSE IN FIRST AID: Ten lessons, one and one-half hours each. Enrollment and book fee, eighty-five cents.

ADVANCED COURSE IN FIRST AID: Five lessons, one and one-half hours each. Enrollment and book fee, one dollar.

Instructor—L. J. SCHOFIELD, M.D.

II. COURSE IN ELEMENTARY HYGIENE AND HOME CARE OF THE SICK: Fifteen lessons, one and one-half hours each. Enrollment and book fee, forty-five cents.

Instructor—EDITH AUSTIN BOLAND, Red Cross Nurse.

This course is a prerequisite for qualifications as Nurses' Aid.

The Red Cross issues certificates on the successful completion of any of these courses.

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## SCHOLARSHIPS

*The Demand Scholarship in History*: Friends of the late Professor H. D. Demand have contributed a memorial fund sufficient to pay the school fees of one student each year. Selection is made by the President and the Department of History from the specializing students in history.

*Y. W. C. A. Scholarships*: The Young Women's Christian Association, desiring to increase the educational advantages for young men and women whose moral and religious character as well as ability and attainment give promise of leadership, has established a scholarship fund which yields annually \$240.00.

Applicants must have done at least one term's work in residence.

The scholarships will be awarded early in April and may be used any of the four quarters of the year beginning with the Summer quarter, following the award. Applications should be addressed to Miss Elizabeth Nickerson, President of Board of Advisers, Warrensburg, Missouri.

*Warrensburg Commercial Club Scholarships:* Two scholarships have been established by the Commercial Club of Warrensburg, to be awarded annually to the girl and the boy graduating with the highest standing from the rural schools of Johnson county. These scholarships bear the name of the donors: the C. A. Shepard Scholarship for girls and the John Thrailkill Scholarship for boys.

*D. A. R. Scholarship:* The Warrensburg Chapter of the Daughters of the American Revolution offers a scholarship to the student graduating from the Warrensburg High School with the best record in History.

*Women's Federated Clubs' Loan:* This is a loan of money without interest to girls who have graduated from high school. The recipient must have the endorsement of a federated woman's club.

The Board of Regents authorizes a scholarship for each high school of this District. These entitle the holders to free tuition for three terms. Scholarships are also authorized by the Board for the winners in the Inter-High School Latin Contest. See page 28.

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### OSBORNE-CAMPBELL MEMORIAL FUND

The Alumni Association in 1910 founded a Student Aid Fund, which is known as the Osborne-Campbell Memorial Fund. This fund is a memorial to Dr. George L. Osborne, who was for almost a quarter of a century President of this School, and to Professor J. J. Campbell, who worked in the School for twenty-five years as Professor of English. The noble lives of

these men are a perpetual benefit to those who knew them; this fund is to keep them in the minds of those who come in later days.

In the past eight years the fund has been the means of helping many students to remain in school at times when it was necessary to borrow money or leave school.

The fund is in the hands of the Board of Regents and will be loaned to worthy students in sums not greater than one hundred dollars, for terms not exceeding two years, and at the interest rate of three per cent per year.

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## YOUNG WOMEN'S CHRISTIAN ASSOCIATION LOAN FUND

This Student Loan Fund was founded for the purpose of aiding worthy students who need to borrow money in order to remain in school. The money will be loaned without interest. Miss Pauline A. Humphreys is trustee of this fund.

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## SCHOOL PUBLICATIONS

### BULLETINS

The institution issues four bulletins a year :

In July, the Annual Catalog.

In October, a Department Special.

In January, the Spring Term Special.

In April, the Summer School Special.

### THE RHETOR

This is the Class Annual which is issued each year by the graduates in the Sixty-Hour Course.

### THE STUDENT

A weekly paper edited by the class in Journalism.



## HIGH SCHOOL DEPARTMENT OF THE TRAINING SCHOOL

It sometimes proves convenient for younger brothers or sisters of students who are in attendance in the College to enroll in the Training School. Tuition is nominal and the equipment excellent. Pupils who have completed the rural school course, or the work of the eighth grade, may enter the High School Department of the Training School. The Training School High School now maintains a four-year course. For information concerning the advantages offered in this department, write to the Superintendent of the Training School.

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## CORRESPONDENCE STUDY DEPARTMENT

This school offers a limited number of courses (see page 101) by correspondence to meet the needs of those students who are prepared but unable to do residence work. No student is permitted to carry more than two courses by correspondence at one time. A maximum of fifteen hours' credit for work done by correspondence may be used toward the sixty-hour diploma. Not more than twenty hours may be used in the ninety-hour or one hundred twenty-hour courses. No more than ten hours' credit will be given for correspondence work during any one school year. This applies to work done in other institutions as well as work done in this school. No credit will be given for correspondence work done in another school when the same work is given here.

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## ENTRANCE REQUIREMENTS

### CONDITIONS OF ADMISSION

*Scholarship*—See general statements under Rural School Course and College Courses.

*Character*—Applicants seeking admission for the first time must submit satisfactory evidence of a good moral character. A letter from the head of the last school attended, from a county superintendent, or some other person of well known integrity, is sufficient.



## ELEMENTARY SCHOOLS

Applicants holding a certificate of graduation from a rural school or a certificate of graduation from an elementary school or a county certificate will be granted entrance to the Elementary Course or the Rural School Course.

## TEACHERS' READING CIRCLE

One-third of a unit credit is given to those who read the two books assigned for 1919-1920 and successfully pass an examination on them under a County Superintendent at the regular March examination. The Normal School will furnish the questions and will examine the manuscripts.

## HIGH SCHOOLS

Graduates of approved first class high schools who have met the minimum requirements as outlined by the State Superintendent will be granted unconditional entrance to any of the College Courses.

Graduates of other classified high schools will be granted the rating made by the State Superintendent's reports.

All students entering from *classified* high schools shall be credited according to the rating given by the State Superintendent.

No advanced standing of college rank shall be given for post graduate work in a high school unless such high school is properly equipped and definitely organized to do work of college rank.

For work completed in an unclassified secondary school credit may be given to the amount indicated by the State Superintendent's rating of this school.

Students claiming more credit for work done in either classified or unclassified secondary schools than is recommended by the State Superintendent's rating shall be given this excess credit by *examination only*.

The conditions under which these examinations are given are as follows:

- a. In no case shall entrance examinations be given for more than four units for each year spent in school.
- b. The entrance examinations shall be given by a committee of the faculty.

c. The questions shall be set and the papers graded by the department in which the applicant seeks credit.

d. Entrance examinations shall be held the first Saturday of each term. Application for examinations, together with the reasons for requesting them, must be filed with the chairman of the examining committee not later than Wednesday of the first week of the term.

e. The examination questions shall be deposited with the chairman of the examining committee and kept on file. The examiner's reports and all certificates and documents pertaining to the entrance and advanced standing of each student shall be kept in a permanent file.

f. No credit by examination shall be given after a student has completed *one year* of work in the school, nor after an advanced course in the subject has been completed.

Where college credit is substituted to make up a deficiency in secondary credits *five hours of college credit* shall be counted equivalent to *one unit* of secondary credit.

#### COLLEGES, NORMAL SCHOOLS, ETC.

Students from schools with membership in the Missouri College Union or *other institutions of similar grade* may receive full credit for work completed in these institutions.

Advanced standing of college rank may be given for college work completed in accredited junior colleges.

No advanced standing of college rank shall be given for grades on state or county *certificates* when such grades have been secured by examination.

Credit from institutions other than those mentioned shall be given only on the basis of examinations.

Graduates of a college of the College Union and the School of Mines or colleges of equal rank may receive the 120-hour diploma (Bachelor of Science in Education) upon the completion of 30 semester hours of college work done in residence. The work must include the required subjects in Education.

#### ADVANCED STANDING BLANKS

Prospective students who expect to enter with credits from other schools (high schools or colleges) should file those credits with the Dean of the Faculty as early as possible. Upon

the request of students, blanks will be sent to the authorities of the school in which the credits were made. Graduates of high schools who intend to enter this school should send their high school credits immediately after graduation.

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### MEMBERSHIP IN THE NORTH CENTRAL ASSOCIATION

The Central Missouri State Teachers College is fully accredited as a *senior college* in The North Central Association of Colleges and Secondary Schools. This Association is an organization of the highest grade colleges and high schools of the north central states of the Union. Its standards for membership require grades of work which are recognized everywhere. This means that students of this school may complete the courses now offered with assurance that the work will be recognized. It means that graduates of college courses are eligible to teach in the high schools of the North Central Association. It means that this school's standards are raised to those of our best senior colleges, that its field of service is greatly enlarged, and that its graduates of the 120-hour courses will have increased opportunities as college students and as teachers.

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### CONFERENCE OF PRESIDENTS OF STATE EDUCATIONAL INSTITUTIONS AND STATE SUPER- INTENDENT OF PUBLIC SCHOOLS

The conference composed of the State Superintendent of Public Schools, the President of the State University and the Presidents of the five State Normal Schools, (now State Teachers Colleges), which met at Jefferson City, June 14, 1917, adopted the following:

a. College work done in any of the institutions of the conference agreement by students who have regularly enrolled for the first time since September 1, 1916, shall be accepted by the other institutions hour for hour and such students finishing the 120-hour course shall be admitted to the graduate school.

b. College work done by students regularly enrolled before September 1, 1916, and in attendance not less than one term, since September 1, 1916, shall be accepted on the same basis as the above, provided satisfactory evidence is produced showing the entrance requirements have been met, and provided further, the college credit granted in any year does not exceed the maximum amount provided for in the conference agreement.

c. College work done by students enrolled before September 1, 1916, and not in attendance one term, since September 1, 1916, shall be accepted in accordance with the provisions under *b*, with the understanding that each case will be dealt with according to its particular merit and that each school accepting such credit shall be the judge of the amount of credit granted.

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### CERTIFICATES AND DIPLOMAS

1. Rural School Certificates (issued by State Department of Education)—On completion of the Rural School Course. See page 41.

2. Regents' Certificate—On completion of thirty hours of college work as outlined on page 44.

3. Life Certificate Diploma—On completion of sixty hours of college work as outlined on page 44.

4. High School Teachers' Diploma—On completion of the ninety-hour course. See page 45.

5. Bachelor of Science in Education—On completion of one hundred and twenty hours of college work as outlined on page 46.

6. A student who completes the work for the degree Bachelor of Arts or Bachelor of Science may secure a certificate which is valid in the schools of this state for two years.

All candidates for the Rural School Certificate and the Regents' Certificate are required to be in attendance in this school at least *two* terms. Candidates for the degrees, Bachelor of Arts, Bachelor of Science and Bachelor of Science in Education, are required to be in attendance in this school at least *three* terms. The same applies to candidates for the



Life Certificate Diploma and the High School Teachers' Diploma. All candidates must have good moral character and must have a majority of grades used above I (inferior). Applications for these certificates or diplomas must be filed with the Registrar at least *four weeks* before the time when they are to be issued.

Special examinations are given only under the direction of the Committee on Standing and Classification. See page 33.

Class honors are based on the average of all grades made by the student in this school, and those receiving first honors will be given public mention on Commencement Day.

#### LEGAL VALUE OF CERTIFICATES AND DIPLOMAS

The Rural School Certificate, the Regents' Certificate and the certificates issued at the completion of the work for the degrees Bachelor of Arts and Bachelor of Science are valid for two years.

The Life Certificate Diploma, the High School Teachers' Diploma and the Bachelor of Science in Education Diploma entitle the holders to teach in the public schools of the State, without further examination, for life.

#### EXPENSES

##### SCHOOL FEES

The school year is divided into four terms, designated as the Fall, Winter, Spring and Summer Terms, of equal length. Every student is required to pay at the beginning of each term, or whenever he may enter, an incidental fee of \$10.00.

##### TEXTBOOKS FURNISHED

Textbooks are furnished at a rental fee of \$1.00 for a year or any part of a year. This makes it possible for students to have the use of a larger number of books than the school could reasonably expect them to purchase, and it means to each student a saving of from \$15.00 to \$25.00 a year. A textbook deposit fee of \$3.00 is required to insure proper use and safe return of books and locker keys. This amount is re-

funded when books are returned in good condition. This system of practically "free textbooks" means a very great saving of expense to the students.

#### BOARD AND ROOMS

The school has no boarding department. Students board at private houses. There are ample accommodations for all students within easy reach of the Normal campus, at reasonable prices.

The Y. W. C. A. House accommodates between fifty and sixty women. It has steam heat and electric lights in all rooms and twelve bathrooms. There is a laundry equipped for the use of the girls for a fee of twenty-five cents per month. The parlor for the girls' use is on the first floor. Rooms range in price from 87½ cents to \$1.50 per week, depending upon the location of the room. If desired, a boarding place near will be secured by the manager for all residents. A teacher will be in residence thruout the year. Good form and studious atmosphere are the standards of the house. Students who wish to live in the house should write in advance to the Business Manager.

Board and a furnished room in a private house can be obtained at rates ranging from \$4.75 to \$6.00 per week, two occupying one room. Rooming alone means a higher rate. Board, alone, ranges from \$3.75 to \$5.00 per week. Rooms in modern homes rent from \$8.00 to \$12.00 a month; in homes not modern, from \$5.00 to \$8.00 a month.

Furnished room with provision for light housekeeping can be secured from \$6.00 to \$10.00 per month, a very limited number of such rooms being in modern houses.

Men and women students will not be permitted to room in the same house except by special permission, nor to room or board in homes not approved by the school. Women students should not engage rooms or board without consulting the Dean of Women and securing a list of approved places. *Personal inspection* of rooms is necessary to suit individual tastes; therefore, lists of rooming and boarding places will *not* be sent out by letter.

Board and room should be engaged for the entire term. If a change seems necessary, the Dean of Women should be consulted.



Members of the Christian Associations meet all trains at the beginning of each term. They are readily identified by their badges. New students are requested to consult them for information. Information should not be accepted from other strangers. At other times young women traveling alone will be met at the station if the President or the Dean of Women is notified of the time of arrival.

### SELF-HELP

There is considerable demand for student help in the homes of Warrensburg. Students working for both room and board are not expected to carry full school work. The Y. M. C. A. maintains a "Self-Help Department" for the benefit of the students.

### HOW TO ENTER THE SCHOOL

To assist new students who need to understand our system of matriculation, the following suggestions are offered:

1. Study the daily program, with the assistance of some member of the Standing and Classification Committee, who will fill out and sign a classification card.
2. Present classification card (thus signed) to the chairman of the Standing and Classification Committee for approval of program arranged.
3. Obtain registration blanks in the office of the Registrar, and fill out with information asked.
4. Pay fees and deposit money for textbooks at Treasurer's office, which is in the Administration Building, during the first week of each term. After this the Treasurer is in the Citizens Bank, North Holden Street.
5. Present Classification Card (approved), receipts for fees, and registration blanks to Registrar.
6. Take Program Card to Textbook Library for textbooks.

### SUGGESTIONS TO STUDENTS FOR CLASSIFICATION

1. Read carefully the general statements for the course you are planning to take.
2. If you are expecting to take out a Rural Certificate, see pages 41 and 42.

3. If you are planning to take the sixty-hour course, read page 44.

4. If you are preparing to be a high school teacher, principal or superintendent, read page 45.

5. If you are planning to take a specializing course in one of the technical departments, see page 48.

6. The following order should be observed in taking the courses in the Department of Education: Elementary Psychology and School Economy should be taken by all graduates of first class high schools the first term in residence. The next course should be Principles of Teaching. School Economy and Elementary Psychology are suggested prerequisites for Teachers' Courses, Primary Methods, Kindergarten Theory, and Observation. The History of Education is for students in the second year of the sixty-hour course. It *cannot* be taken until the other work in Education is completed.

7. In the General Sixty-hour Course not more than ten (10) hours in Technical subjects may receive credit.

8. All students are required to take Gymnasium. The minimum requirement is *two terms* for the Rural Certificate and Regents' Certificate and *three terms* for the sixty, ninety and one hundred and twenty-hour courses.

9. All students are required to make a grade in Library Lectures.

10. Students who are graduates of first class High Schools and have not met the minimum requirements of the State Superintendent in the various academic departments must make up such deficiency as soon as possible. Before classification such students should consult the Chairman of the Committee on Standing and Classification.

11. All candidates for the sixty-hour diploma must conform to the requirements in English. See page 44.

12. Two and one-half hours in technical subjects are required for the Regents' Certificate, and five hours for the sixty-hour diploma.

13. The requirements for the ninety and one hundred and twenty-hour courses specify that the work of the student shall be *under the direction* of the head of the department in which he majors; hence, the student *must* select a major department, with the approval of the department, not later than at the beginning of the third year.

14. Students shall not be permitted to carry for credit more than  $32\frac{1}{2}$  semester hours a year (three terms). The maximum credit (including the "honor points") for one year (three terms) shall not exceed  $37\frac{1}{2}$  hours.

15. The total credit of students who enter late shall not exceed one semester hour for each week of attendance. This rule may not be applied to students who, for adequate reasons, enter not more than one week late.

### GENERAL SUGGESTIONS

The beginning of a term is the best time for entrance. Students admitted at other times must accommodate themselves to the condition of classes at the time of entrance.

A trained nurse is employed by the school and gives her entire attention to the prevention of illness among students.

While successful vaccination is not made a requirement, it is recommended that students who have not been vaccinated have it done by their family physician before leaving home.

All wraps, overshoes and umbrellas should be plainly marked by their owners as a means of identification.

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## FOUR-YEAR RURAL SCHOOL COURSE

### Leading to the Rural School Certificate

#### FIRST YEAR

English  
El. Algebra  
History  
Biology, General  
Science, Physics  
or Physiography

English  
El. Algebra  
History  
Biology, General  
Science, Physics  
or Physiography

English  
El. Algebra  
History  
Biology, General  
Science, Physics  
or Physiography

#### SECOND YEAR

English  
American History and  
Government  
Agriculture  
Plane Geometry

English  
American History and  
Government  
Agriculture  
Plane Geometry

English  
American History and  
Government  
Agriculture  
Plane Geometry

#### THIRD YEAR

English  
Physiology  
Arithmetic  
Elective

English  
Geography  
Music and Drawing  
Elective

Methods in English  
Rural School  
Management  
Music and Drawing  
Elective

#### FOURTH YEAR

Rural School Methods  
Psychology  
Methods in History  
Elective

Rural School Methods  
Industrial Arts ( $\frac{1}{2}$ ) or  
Household Arts ( $\frac{1}{2}$ )  
Elective  
Elective

Observation  
Rural Life Problems  
Elective  
Elective

## REQUIREMENTS AND CONDITIONS IN THE RURAL SCHOOL COURSE

1. This course is designed to prepare teachers for rural schools. As outlined above it is equivalent to a first class four-year high school course; hence it is open to students who hold a certificate of graduation from a rural school, or who have completed the eighth grade of a graded school. It is also open to teachers holding Third Grade County Certificates.

2. Students who have completed three years of approved high school work, including a unit each in Agriculture, American History, and Science (Biology, General Science, Physics or Physiography), may secure this certificate on completion of two units in Education (Rural School Methods, Elementary Psychology, Rural Life Problems, Rural School Management and Observation), one unit in applied arts and one unit in method courses in the common school branches.

3. Maximum and minimum units that will be accepted in each subject in the Rural School Course are indicated as follows:

English .....	4	3	General Science.....	1	1
Algebra .....	1 $\frac{2}{3}$	1	Biology .....	1	1
Plane Geometry.....	1	1	Physiology .....	$\frac{1}{3}$	$\frac{1}{3}$
*Solid Geometry.....	$\frac{1}{3}$	$\frac{1}{3}$	Agriculture .....	1 $\frac{2}{3}$	1
*Trigonometry .....	$\frac{1}{3}$	$\frac{1}{3}$	Physiography .....	1	1
High School Arithmetic..	$\frac{1}{3}$	$\frac{1}{3}$	*Economics .....	$\frac{1}{3}$	$\frac{1}{3}$
History and Government.	4	2 $\frac{1}{3}$	Music .....	1	$\frac{1}{3}$
Latin .....	2	2	Drawing .....	1	$\frac{1}{3}$
German .....	2	1	Industrial Arts .....	1	$\frac{1}{3}$
French .....	2	1	Commercial Subjects.....	1	$\frac{1}{3}$
Physics .....	1	1	Household Arts.....	1	$\frac{1}{3}$
Chemistry .....	1	1	Education .....	1 $\frac{1}{3}$	1 $\frac{1}{3}$

4. All students desiring the Rural School Certificate must take the Library Lectures one term and Physical Training at least two terms. The library lectures must be taken the first term in residence.

5. Second year students may substitute a unit of foreign language for American History. In such cases a unit of American History will be required in the fourth year.

6. Students desiring to *elect* Medieval and Modern History should take it during the second year. In such cases American History will be required in the third or fourth year.

7. This certificate will not be granted to students making a lower average than S (the grade for medium work) in all the courses taken.

8. The minimum residence requirement for this certificate is six months in this school.

9. It will not be issued to any one under eighteen years of age.

\*Courses marked (\*) may be elected in the fourth year only.

## ELEMENTARY COURSE

## I. A FOUR YEARS' COURSE OF HIGH SCHOOL RANK

For entrance, students must present certificates of completion of eighth grade or graduation from a rural school. For subjects by years see Department of Instruction.

## 1. REQUIRED SUBJECTS, 10 UNITS AS FOLLOWS:

English .....	3 units	History .....	2 units
Algebra .....	1 unit	Science .....	2 units
Plane Geometry.....	1 unit	Technical Subjects.....	1 unit

## 2. ELECTIVES, 6 UNITS FROM FOLLOWING SUBJECTS:

English .....	1 unit	Foreign Languages.....	4 units
Mathematics .....	2 units	Technical Subjects.....	2 units
History .....	2 units	Education .....	1½ units
Science .....	2 units		

## 3. MAXIMUM AND MINIMUM UNITS THAT WILL BE ACCEPTED IN EACH SUBJECT ARE INDICATED AS FOLLOWS:

English .....	4	3	General Science.....	1	1
Algebra .....	1½	1	*Nature Study .....	1½	1½
Plane Geometry .....	1	1	Physiology .....	½	½
*Solid Geometry.....	½	½	Agriculture .....	2	½
*Trigonometry .....	½	½	Physiography .....	1	½
High School Arithmetic..	½	½	*Economics .....	½	½
History and Government..	4	2	*Economic Geography...	½	½
Latin .....	4	2	Music .....	2	½
German .....	3	1	Drawing .....	2	½
French .....	3	1	Industrial Arts.....	2	½
Physics .....	1	1	Commercial Subjects....	1	½
Chemistry .....	1	1	Household Arts.....	2	½
Biology .....	1	½	Education .....	1½	1½

NOTE 1: Before the 60-hour diploma will be issued to a student who offered the minimum amount of credit allowed as indicated above in Mathematics, History or Science, when the Elementary Course was completed, he will be required to offer at least 7½ hours from each department where such minimum was used.

NOTE 2: The required unit of technical subjects must be distributed as follows: Penmanship, one term; Music, two terms; Drawing, two terms, and Industrial Arts or Household Arts, one term.

NOTE 3: The term "unit" as used for measuring credits in the Elementary Courses represents the successful pursuit of an academic or educational subject three terms of twelve weeks each. Technical subjects requiring the same preparation outside of recitation periods as academic and educational subjects receive the same credit; and technical subjects not requiring such preparation receive half credit.

## ENTRANCE REQUIREMENTS FOR COLLEGE COURSES

Conditions for entrance:

1. Completion of a four year course, with *at least* 15 units of credit, in a first class high school, in a fully accredited private academy, or in the secondary department of a normal school or teachers' college.

\*Courses marked (\*) may be elected in the fourth year only.



2. Students over twenty-one years of age, who are able to demonstrate their fitness to do college work, may be admitted to college classes as special students; but they cannot be candidates for graduation until they have met the requirements for admission as regular students.

3. A student cannot be admitted to classes of college rank who is conditioned in more than two entrance units. All entrance conditions must be removed within one year of the date of admission.

## REGENTS' CERTIFICATE

Graduates of accredited first class high schools or schools of equivalent rank may secure the Regents' Certificate on the completion of thirty (30) hours of college work, *two terms* of which must be done in residence in this school. The requirements are as follows:

Elementary Psychology.....	2½ hours
School Economy .....	2½ hours
Elementary Course of Study.....	2½ hours
Teaching in the Training School, or Observation.....	2½ hours
Technical Subjects .....	2½ hours
Electives .....	17½ hours
Gymnasium .....	2 terms
Library Lectures.	

NOTE: Not more than five hours of the Electives may be Technical Subjects. Students must elect 2½ hours of Agriculture if this subject has not been studied in high school.

## THE SIXTY (60) SEMESTER HOUR COURSE

### Life Certificate Diploma

This diploma, issued upon completion of sixty hours *above* a first class high school, represents ability to teach and supervise in the Elementary Schools. Entrance requirements and conditions are specified on page 43.

#### REQUIREMENTS:

1. Education 22½ hours, as follows:

Elementary Psychology.....	2½ hours
School Economy .....	2½ hours
Principles of Teaching.....	2½ hours
Observation and Teaching (see Note 1, page 83).....	7½ hours
History of Education.....	5 hours
Elective .....	2½ hours
2. Technical Subjects .....	5 hours
3. Electives (See Note 1 below).....	32½ hours

NOTE 1: The electives must include the English requirement which is as follows: Candidates for this diploma who have completed four (4)



units of English in a first class four-year high school, or a school of equal rank, are required to take one term (2½ hours) in college Composition, provided they make a grade of S (the grade given for medium work) or better. Those failing to make a grade as high as S in the first term's work must take a second term. Candidates presenting less than the maximum entrance requirement in English (4 units) must take two terms (5 hours) of college Composition.

NOTE 2: The electives must be in subjects of college rank and not more than ten hours may be used from Technical Subjects and Physical Education.

NOTE 3: The Education completed for the Rural School Certificate will count as part of the 22½ hours required for the Sixty Hour Course; but the student must elect additional academic or technical subjects in lieu of it.

NOTE 4: Specializing students in the Technical Departments may offer 2½ hours in History of Modern Elementary Education and 2½ hours in some other educational subject in place of the general five-hour course in History of Education. See page 61.

## HIGH SCHOOL TEACHERS' DIPLOMA

### THE NINETY (90) SEMESTER HOUR COURSE

This diploma signifies ability to supervise and teach in high schools. Students who have completed the work for this diploma will be recommended to teach the high school subjects in which the major work was done. See page 43 for entrance requirements and conditions. Requirements:

Education .....	27½	hours
(Five hours in addition to that required in the Sixty-Hour Course.)		
English Composition.....	5	hours
A major subject.....	20	hours
Two minor subjects (ten hours in each).....	20	hours
Electives .....	17½	hours
		<hr/>
		90 hours

NOTE 1. Each student *must* select the major subject, with the approval of the department, not later than at the beginning of the third year of this course. After this has been done the entire course shall be under the *direction* of the department in which the major is chosen.

NOTE 2. Of the five hours in Education required in addition to that specified in the Sixty-Hour Course, two and one-half hours may be practice teaching, to be done under the supervision of the Training School; provided, that if no teaching be done before the last year of this course only seven and one-half hours may be required.

NOTE 3. Students who desire to prepare for Teacher-Training work in high schools will find it possible to conform to the above requirements and secure the qualifications. Such students must first secure approval of the head of the Department of Education.

## BACHELOR OF SCIENCE IN EDUCATION

### ONE HUNDRED TWENTY (120) SEMESTER HOURS

Entrance requirements and conditions are the same as in the Sixty and Ninety-Hour Courses.

Requirements:

Education (as in the 90-hour course).....	27½ hours
English (as in the 90-hour course).....	5 hours
A major subject.....	25 hours
A minor subject.....	15 hours
Electives .....	47½ hours
Total .....	120 hours

1. The major must be chosen with the approval of the department. It should be chosen not later than at the beginning of the third year. The entire course is then under the *direction* of the department in which the major is chosen.

2. Students desiring to use science as a major may select the twenty-five (25) hours from *two* of the Science Departments.

## BACHELOR OF ARTS

The requirements for this degree are as follows:

1. The entrance conditions as specified on page 43.

2. The following constants:

a. English, 7½ hours; b. Foreign Language, 10 hours; c. Education, 10 hours; d. *Three* of the *four* groups that follow: History, 5 hours; Mathematics, 5 hours; Physical Science (Physics, Chemistry and Physiography), 5 hours; Biological Science (Botany, Zoology, Physiology and Agriculture), 5 hours. The constants with the exception of Education should be completed during the first two years.

3. A major of 25 hours and a minor of 15 hours. Each of these must be chosen from the *Academic* Departments. They must have the approval of the department in which the major is chosen. The choice should be made not *later* than at the beginning of the third year. The course is then under the *direction* of the department in which the student majors.

4. A *total* of one hundred and twenty (120) semester hours of work of college rank.

NOTE 1. Not more than 40 hours may be chosen from any one department.

NOTE 2. As much as 15 hours from the following courses in Fine Arts and Music may be elected: Interior Decoration, Advanced Book Binding, History of Art, Pen and Ink Sketching, Harmony, Appreciation of Music, and History of Music.

NOTE 3. Only those courses in Education which are specified (See page 63) may be used for this degree except in making up the 10 hours of required work in Education. Courses in the Academic Departments which may *not* be used for this degree are specified. See the description of the courses under the heading, "Departments of Instruction," and also Note 2 under Teachers' Courses, page 48.

## BACHELOR OF SCIENCE

The requirements for this degree are as follows:

1. The entrance conditions as specified on page 43.
2. The constants as specified under the Bachelor of Arts degree (page 46) with the exception that 10 hours of Modern Language are required in place of 10 hours of Foreign Language.
3. A major and a minor with conditions as imposed for the Bachelor of Arts degree with the exception that students may choose from *Academic* and *Technical* Departments.
4. A total of one hundred and twenty (120) semester hours of work of college rank.

NOTE 1. Not more than 40 hours may be chosen from any one department.

NOTE 2. The restrictions stated in Note 3 under the Bachelor of Arts degree (page 47) do not apply to the Bachelor of Science degree.

\* \* \* \* \*

A certificate enabling the holder to teach in the public schools of this State for two years without further examination will be issued upon completion of the work required for the degrees Bachelor of Arts or Bachelor of Science.

\* \* \* \* \*

The term "semester hours" as used in measuring credit in college courses is the same as that employed by the North Central Association of Colleges and Secondary Schools and for the present a term of twelve weeks in an academic or educational subject shall be valued at  $2\frac{1}{2}$  hours. Technical subject requiring preparation shall be given the same value, and the technical subjects not requiring preparation shall have half credit ( $1\frac{1}{4}$  hours for a one term subject).

## TEACHERS' COURSES

The following Method Courses in such academic subjects as are taught in the public schools of Missouri are offered and are designated as Teachers' Courses.

Teachers' Course in Latin, Course No. 101, Prerequisite 9 terms.

\*Teachers' Course in History, Course No. 5, Prerequisite 2 years.  
(For Elementary Grades.)

Teachers' Course in History, Course No. 110, Prerequisite 3 years.  
(For High Schools.)

Teachers' Course in Mathematics, Course No. 7, Prerequisite 3 years.

\*Teachers' Course in Reading Course No. 4, Prerequisite High School English.

\*Teachers' Course in English, Course No. 5, Prerequisite High School English.

\*Teachers' Course in Geography, Course No. 1, Prerequisite Elementary Course.

\*Teachers' Course in Nature Study, Course No. 9, Prerequisite Elementary Course.

Teachers' Course in Hygiene, Course No. 2, Prerequisite Elementary Course.

Teachers' Course in Science, Course No. 104 (Department of Physics), Prerequisite 15 hours of Science.

NOTE 1. Only courses with (\*) may be elected by candidate for Regents' Certificate.

NOTE 2. Teachers' Courses may not be elected for credit by candidates for the Bachelor of Arts degree.

## SPECIALIZING COURSES

Students desiring to specialize in the Sixty-Hour Course in the Technical Departments must meet the following requirements:

Education .....	22½ hours
Technical subjects .....	17½ hours
Academic Electives (see paragraph 1 below) .....	20 hours

1. The Academic Electives must include enough English to meet the minimum requirements as specified in Note 1, page 44. They may also include one Teachers' Course (2½ hours).

2. All electives *must* be chosen with the advice of the head of the department in which the student is specializing.

3. Upon completion of any specializing course a student receives a diploma marked "special" in the major subject of the course completed.

4. Students are not permitted to take up Specializing Courses before entering the College Courses.

5. High School graduates and others whose credits admit them to the first year of the College Courses are required in every case to conform to the "General Requirements for the College Courses."

6. Conforming to these General Requirements Specializing Courses in the Technical Departments have been arranged and are here given.

## COMMERCIAL COURSE

Students may elect Commercial Accounting Courses or Stenographic Courses as follows:

### FIRST YEAR

Elementary Psychology.....2½ hrs.  
School Economy .....2½ hrs.  
Observation .....2½ hrs.  
The Elementary Course of

Study .....2½ hrs.  
Teaching .....2½ hrs.  
Electives (Academic).....10 hrs.

Students may elect Commercial Accounting Courses or Stenographic Courses as follows:

#### Accounting

Penmanship .....2½ hrs.  
Bookkeeping .....5 hrs.

#### Stenography

Shorthand .....5 hrs.  
Typewriting .....2½ hrs.

### SECOND YEAR

Principles of Teaching.....2½ hrs.  
Teaching .....2½ hrs.  
\*History of Education.....5 hrs.

Teachers' Course.....2½ hrs.  
Electives (Academic).....7½ hrs.

#### Accounting Course

Penmanship .....1¼ hrs.  
Bookkeeping .....5 hrs.  
Commercial Arithmetic.....2½ hrs.  
Typewriting .....1¼ hrs.

#### Stenography Course

Shorthand .....5 hrs.  
Typewriting .....1¼ hrs.  
Commercial English.....2½ hrs.  
Penmanship .....1¼ hrs.

### THIRD YEAR

Education .....5 hrs.  
Shorthand .....5 hrs.  
Typewriting .....2½ hrs.  
Commercial Law.....2½ hrs.  
Public Finance.....2½ hrs.  
Commercial Geography.....2½ hrs.  
Electives .....10 hrs.

\*See note 4, page 45.

## FINE ARTS DEPARTMENT

### FIRST YEAR

Elementary Psychology.....2½ hrs.  
School Economy .....2½ hrs.  
Observation .....2½ hrs.  
Teaching (Art) .....2½ hrs.  
Brush and Pencil Sketching.....1¼ hrs.  
Comp. and Perspective.....1¼ hrs.  
Design .....1¼ hrs.  
Advanced Drawing.....1¼ hrs.  
Academic Electives.....15 hrs.

### SECOND YEAR

Principles of Teaching.....2½ hrs.  
\*History of Education.....5 hrs.  
Teaching (Art).....2½ hrs.  
Advanced Drawing.....2½ hrs.  
Commercial Design.....2½ hrs.

Dress Design.....2½ hrs.  
Interior Decoration.....2½ hrs.  
Bookbinding (Advanced).....2½ hrs.  
Elective in Education.....2½ hrs.  
Academic Electives.....2½ hrs.  
Teachers' Course in Drawing.....2½ hrs.

### THIRD YEAR

Education .....5 hrs.  
Cast Drawing .....2½ hrs.  
Special Problems .....2½ hrs.  
History of Painting .....2½ hrs.  
History of Architecture and Sculpture .....2½ hrs.  
Pen Sketching.....2½ hrs.  
Electives .....12½ hrs.

\*See note 4, page 45.

## SPECIALIZING COURSE IN HOME ECONOMICS

### FIRST YEAR

Elementary Psychology.....2½ hrs.  
School Economy.....2½ hrs.  
Principles of Teaching.....2½ hrs.  
English .....5 hrs.  
Chemistry .....5 hrs.  
Physics or Botany.....2½ hrs.  
Food Preparation .....5 hrs.  
Hand Sewing .....2½ hrs.  
Drawing .....2½ hrs.

### SECOND YEAR

\*History of Education.....2½ hrs.  
Sociology .....2½ hrs.  
Elective in Education.....2½ hrs.  
Teaching .....7½ hrs.

Methods in Home Economics.....2½ hrs.  
Machine Sewing .....2½ hrs.  
Household Chemistry.....2½ hrs.  
Bacteriology .....2½ hrs.  
Elective in Home Economics.....2½ hrs.  
Elective .....2½ hrs.

### THIRD YEAR

Education .....5 hrs.  
Food Chemistry or Organic Chemistry.....2½ hrs.  
Dress Design .....2½ hrs.  
Interior Decoration.....2½ hrs.  
Academic Electives .....5 hrs.  
Home Economics.....12½ hrs.

\*See note 4, page 45.



## SPECIALIZING COURSE IN INDUSTRIAL ARTS

Department of Education.....	22½ hours
Industrial Arts.....	17½ hours
Academic Electives (including a Teachers' Course).....	20 hours
Total .....	60 hours

## SPECIAL MUSIC COURSE FOR SUPERVISORS

## FIRST YEAR

Voice (three terms).....	2½ hrs.
Sight singing (two terms)...	2½ hrs.
Methods .....	5 hrs.
Elementary Psychology.....	2½ hrs.
School Economy.....	2½ hrs.
Principles of Teaching.....	2½ hrs.
Academic Elections.....	10 hrs.
†Teachers' Course.....	2½ hrs.

Elective (in Music).....	5 hrs.
Elective .....	2½ hrs.

†See note 1, page 48.

## THIRD YEAR

Harmony .....	5 hrs.
History of Music.....	2½ hrs.
Electives .....	17½ hrs.
Education .....	5 hrs.

\*See note 4, page 45.

## SECOND YEAR

Sight singing (two terms)...	2½ hrs.
Sociology .....	2½ hrs.
*History of Education.....	2½ hrs.
Teaching .....	7½ hrs.
Academic Electives.....	7½ hrs.

Note 1: Two years of piano or violin are required in this course. However, some of the work may be made up after entrance.

Note 2: General Methods will be accepted for Method I.

## SPECIAL PRIMARY TEACHERS' COURSE

## FIRST YEAR

Principles of Teaching.....	2½ hrs.
Educational Psychology.....	2½ hrs.
Juvenile Literature.....	2½ hrs.
Principles of Language.....	2½ hrs.
Nature Study .....	2½ hrs.
Methods in Drawing.....	2½ hrs.
Methods in Music.....	2½ hrs.
Methods in Industrial Arts...	2½ hrs.
History of Education.....	2½ hrs.
Hygiene (General).....	2½ hrs.
Child Hygiene.....	2½ hrs.

## SECOND YEAR

Kindergarten Theory.....	5 hrs.
Kindergarten Teaching.....	2½ hrs.
Primary Methods.....	5 hrs.
Primary Teaching.....	5 hrs.
History Methods (Course 5)...	2½ hrs.
Methods in Physical Education.....	2½ hrs.
Child Welfare .....	2½ hrs.
Electives .....	5 hrs.

Graduates of four-year high schools will need to take Elementary Psychology, School Economy and one-third unit each of Elementary Drawing and Elementary Music, all of which will be substituted for other subjects listed above. Where there are unavoidable conflicts such courses as the following will also be substituted: Sociology, Methods in Geography, Methods in Reading, Child Study, Biology, Methods in Arithmetic, and Home Nursing. *The Child Hygiene and Child Welfare courses overlap so that only one may be taken.* Substitutions and electives must always have the approval of the Superintendent of the Training School. Those who specialize in this work will be classified by him.



## THIRD YEAR—SUPERVISOR'S COURSE IN GRADES

Sociology .....	2½ hrs.	Special Methods.....	2½ hrs.
Elementary Curriculum.....	2½ hrs.	Child Study .....	2½ hrs.
Supervision of Instruction...2½ hrs.		Art .....	5 hrs.
Teaching and Practical		Music .....	5 hrs.
Supervision .....	7½ hrs.		

As much as ten hours of academic work may be taken in lieu of some of the above prescribed courses. See course 13, page 85.

## SPECIAL KINDERGARTEN—PRIMARY COURSE

NOTES. This course differs from the Special Primary course only in that five hours of Kindergarten teaching and 7½ hours of Kindergarten Theory are required. The electives will be made with due regard to the aims of the course. Some special work in vocal and instrumental music is considered a prerequisite to this course.

## DEPARTMENTS OF INSTRUCTION

The courses of instruction are listed by departments, and arranged *alphabetically* as follows:

## 1.—ACADEMIC DEPARTMENT

Agriculture, Physiography and	History.
Geography.	Latin.
Biology.	Mathematics.
Economics.	Physics and Chemistry.
English Language and Literature.	Physiology and Hygiene.
French and Spanish.	

## 2. PROFESSIONAL DEPARTMENT

Education.	Training School.
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## 3. DEPARTMENT OF TECHNICAL SUBJECTS

Commerce.	Industrial Arts.
Fine Arts.	Music.
Home Economics.	Physical Education.

The courses which follow are divided into three groups: Elementary (high school rank), Junior College (first and second years of the 120-hour courses), Senior College (third and fourth years of the 120-hour courses). Elementary courses are designated by Roman numerals. The Roman numeral in front of each Elementary Course indicates the year in which it should be chosen. Junior College courses are designated by the Arabic numerals from 1 to 99. Senior College courses are designated by the numerals from 100 to 199.

## AGRICULTURE, GEOGRAPHY, PHYSIOGRAPHY

MR. H. A. PHILLIPS, MR. DAVIDSON.

### AGRICULTURE

#### Elementary Courses

AGRONOMY..... $\frac{2}{3}$  unit

*Ia. Soils:*  $\frac{1}{3}$  unit. A study of the origin, classification and handling of soils. The essential plant foods, green manuring, fallowing, value and use of barnyard manures are studied. The commercial fertilizers are discussed in regard to their source and plant food content.

*Iia. Grain Judging:*  $\frac{1}{3}$  unit. This course consists of a study of cereal grains and of sorghum, legume, and grass seeds, considering principally seed characteristics, purity, viability and market grades. Weed seeds and the common adulterants of farm seeds are identified and discussed.

ANIMAL HUSBANDRY..... $\frac{2}{3}$  unit

*Ib. Stock Judging:*  $\frac{1}{3}$  unit. This course includes the study of the leading types and breeds of horses, cattle, sheep and swine. About one-half the time is devoted to judging live stock. This is the fundamental course in Animal Husbandry.

*Iib. Elementary Poultry and Dairying:*  $\frac{1}{3}$  unit. The various classes, breeds and varieties of poultry will be studied. Judging poultry according to the "Standard of Perfection" will be emphasized. Dairy cattle, milk production, and milk products will constitute a part of the course. A short time will be devoted to explaining the materials and methods in poultry and dairy study for rural schools.

Ic. PLANT PROPAGATION AND GARDENING..... $\frac{1}{3}$  unit

This course includes discussion of the principles and general methods of propagating plants by means of seeds, bulbs, cuttings, layers, grafting, budding; laboratory exercises and demonstration in propagating common fruits, flowers and shrubs; the location, selection of varieties, transplanting, cultivation, pruning and spraying of the home orchard, the planning and care of fruit, vegetable and flower gardens.

## College Courses

1. CEREAL CROPS: 2½ hours. (Prerequisite: Grain Judging, IIa.)

This consists of the study of the essentials of cereal crop production, including the methods of plant breeding, comparative judging and placing of the different varieties of wheat, corn, oats, rye and barley; system of cropping and crop rotation which are in operation on the Normal Farm, and the arrangement of agriculture exhibits.

2. FORAGE CROPS: 2½ hours. (Prerequisite: Grain Judging or Cereals.)

This course comprises the study of forage and fiber crops with regard to their history, distribution, adaption, culture and uses. The perennial grasses are studied as producers of hay and pasture. Other forage crops, including rape, legumes, millet, sorghums and cereals, are studied as producers of hay, silage, soiling crops and green manure crops. Sheaf and mounted specimens of the forage crops will be studied in the laboratory, enabling the student to become familiar with the appearance, structure and identification of these crops.

3. SOILS: 2½ hours. (Prerequisites: Chemistry, IV; Physics, III; Physiology, I.)

This includes a general analysis of soils; observations on the Missouri survey; physical, chemical and biological nature of soils; general problems in soil management, such as application of lime, growing of green manuring crops, and the practice of crop rotation.

4. MILK PRODUCTION: (Prerequisite: Stock Judging, Ib.).....2½ hours

This course deals with the production, testing and care of milk and milk products, the study of dairy cattle and the keeping of milk records. The laboratory work is emphasized.

5. POULTRY RAISING: (Prerequisite: Stock Judging, Ib.).....2½ hours

The economic importance of poultry, problems of location, buildings, poultry house fittings, feeding of poultry, egg production, grading and marketing poultry products, prevention of poultry diseases and practical poultry management are some topics discussed in this course. Judging varieties of the various breeds of several classes of poultry constitute about two-fifths of the course.

6. FEEDS AND FEEDING: 2½ hours. (Prerequisite: Chemistry, IV.)

This course treats of the comparative composition of plants and animals and the processes of nutrition; the composition and value of farm feeds, practical rations for domestic animals and the economical use of silage, soilage and pasturage.

7. ADVANCED STOCK JUDGING.....2½ hours

Advanced work of the nature of Ib.

8. FRUIT PRODUCTION: 2½ hours. (Prerequisite: Biology, 7.)

Planting, cultivating, pruning, spraying, gathering and marketing orchard and small fruits; the management of the home orchards, preparation of spray mixtures and the use of spraying equipment.

9. FARM MANAGEMENT.....2½ hours

The purpose of this course is to assemble and correlate the principles involved in the agricultural subjects taught in the institution and to aid the student in applying these principles to the successful selection and management of a farm. The selection of a farm, types of farming, planning and arrangement of the farmstead, cost and methods of marketing farm products receive special consideration. Practice is given in studying market quotations and replanning farms with which the student is familiar. Prerequisites: Agriculture 1, 3, 4, 8.

10. BACTERIOLOGY: 2½ hours. (Prerequisite: Biology 2.)

The science of bacteriology is presented to the students as a fact of every-day life. In this subject only the simplest forms of life, consisting chiefly of the bacterial flora of the dairy products, soils and water are studied. The most important viewpoint from which the subject is approached is in respect to its practical application in agriculture, medicine, domestic science and sanitation.

11. FARM LIFE.....2½ hours

A composite course consisting of work in Agriculture, Home Economics and Industrial Arts. It is designed for those who expect to teach in the rural schools.

12. GARDENING.....2½ hours

This course deals with the production of vegetables for the home and the market. It consists of lectures, readings and laboratory exercises.

100. ANIMAL BREEDING: 2½ hours. (Prerequisite: Animal Husbandry, Ib.)

A study of the types of domestic animals with particular reference to the history, breeds, type, development and characteristics; discussions on reproduction, variation, heredity, selection, line breeding, cross breeding and methods of improvements; judging, management, and diseases of farm animals.

## THE DEMONSTRATION FARM IN CO-OPERATION WITH THE COLLEGE OF AGRICULTURE, MISSOURI UNIVERSITY

The Demonstration Farm is in easy walking distance from the southeast corner of the school campus. At the present time the state owns thirty-six acres and rents sixty. This farm is well adapted to experimental and demonstration work, and it is fairly equipped with farm machinery for crop production. The general fields are used to illustrate the methods of crop production that should exist in the region of Warrensburg and for laboratory exercises.

The Agricultural Department emphasizes the raising of dairy stock, hogs and poultry. This department is well equipped for this work in the classroom and on the farm. The silo, ensilage cutter, cream separator, Babcock tester, the farm seeds, pure-bred stock and similar appliances greatly strengthen the dairy course.

A very important feature of the farm work is the close co-operation with the State College of Agriculture. The farm in connection with the College of Agriculture is carrying on co-operative demonstration plots of alfalfa, corn, wheat, oats, forage crops for hogs and in fruit planting. This co-operative demonstration work is carefully explained in circular No. 54 of the College of Agriculture, and those interested in a thorough explanation should secure this circular. Every teacher and farmer should become familiar with the most profitable crops and how best to grow them. In fact, the field work is a very important part of our agricultural instruction. This hearty co-operation strengthens the agricultural course in such a way that it will be of much greater service to the people of Missouri.

## GEOGRAPHY AND PHYSIOGRAPHY

### Elementary Courses

#### I. PHYSIOGRAPHY.....1 unit

About two-thirds of this course will be devoted to the study of land forms and geographic processes. Considerable attention will be given to rock studies and the common agents disintegrating them. This phase of soil work is especially helpful to students of agriculture. The remaining part of the course will be a study of the atmosphere and water bodies. The relation of physical conditions to human interests will be emphasized throughout the course. Field trips and laboratory practice will supplement the recitation work.

#### III. RURAL SCHOOL GEOGRAPHY..... $\frac{1}{2}$ unit

This course is designed for students taking the Rural School Course. It will consist of a survey of the general field of geography, with particular reference to the rural schools. A consideration of home geography and an intensive study of the geography of Missouri will be given. Map making and other modes of expression will receive attention.



## College Courses

1. METHODS IN GEOGRAPHY.....2½ hours

This course is intended for those who expect to teach in rural schools, grades in city schools, or who expect to supervise those who are teaching. It will consist of a study of methods, uses of maps, relation of geography to history, agriculture, and other subjects, a suggestive outline for home geography, a consideration of the conservation of the natural resources of the United States. Sutherland's "The Teaching of Geography" and Dodge and Kirchway's "The Teaching of Geography in Elementary Schools" will be used as references. This course may not be used for the A.B. degree.

2. PHYSICAL GEOLOGY.....2½ hours

This course is intended for students preparing to teach Physiography in high schools. Students are required to do field and laboratory work. Prerequisites: Physiography I, and Physics III.

## BIOLOGY

MR. STEVENS.

## ELEMENTARY COURSES

- I. ELEMENTARY BIOLOGY.....1 unit

1a. ½ unit. The relations of plants and animals to their surroundings and to each other; the nature of nutrition, growth and reproduction; physiological division of labor and differentiation; the economic importance of plants and animals.

1b. ½ unit. A study of the microscope and of several types of animals, leading to a general view of the animal kingdom. A study of numerous types of plants, leading to a general view of the plant kingdom. Much attention given to local species and their economic values.

1c. ½ unit. Heredity, cell-division, eugenics; the biology of the human body; great biologists and their work.

## COLLEGE COURSES

1. BOTANY.....2½ hours

A study of the ways in which plants adapt themselves to their environmental conditions, with special attention to seed-structure, morphology of seedlings, roots, stems, buds, leaves, food-storage, protoplasm, tropisms, and physiological processes.

2. BOTANY.....2½ hours  
A study of algae, fungi, mosses, ferns, horsetails, and their allies. Special attention is given to forms of economic importance.
3. BOTANY.....2½ hours  
A study of seed-plants with special attention to their structure, reproduction and evolution; ecology and plant-breeding. Special attention is given to local species.
4. BOTANY.....2½ hours  
A study of the taxonomy of seed plants with special attention to the principles of classification, consisting of lectures, library work and laboratory work, and leading to a knowledge of the flora of western Missouri. This course covers the families of plants from the division Pteridophyta (Ferns and their allies) to the Rosaceæ (the Rose family) inclusive. It is given during the summer, and alternates with Botany 5. Prerequisite: Course 1 or 3, or the equivalent.
5. BOTANY. A continuation of Botany 4, covering the natural families from the leguminosae (pea family) to the Compositae (Aster family) inclusive. It is offered in the summer term, and alternates with Botany 4. Prerequisite: Botany 1 or 3, or the equivalent of either.
6. ZOOLOGY.....2½ hours  
A study of branches of invertebrate animals (excepting anthro-poda), including a detailed study of one or more type of animals in each branch. The course consists of lectures, and work in the library, laboratory and field.
7. ZOOLOGY.....2½ hours  
A study of insects and their allies, with special attention to economic relations and local forms.
8. ZOOLOGY.....2½ hours  
A study of the branch chordata, including the study of a type of animal in each class; special attention is given to birds and mammals and to economic relations.
9. NATURE STUDY.....2½ hours  
A course to prepare teachers to teach nature study effectively, consisting of lectures, and work in the library, laboratory and field. This is a teachers' course and does not count toward the A.B. degree.
10. HEREDITY.....2½ hours  
A study of the laws of heredity and their application to the improvement of plants, animals and man.

## ECONOMICS

MR. MORROW.

Minimum requirements for work in this department is graduation from a first class high school. Courses in Economics should be taken in sequence.

## 1. GENERAL ECONOMICS.....7½ hours

A course intended to give the student a knowledge of economic organization and processes; an intelligent interest in economic questions and politics; the ability to think clearly, independently and fairly on politico-economic questions; and a desire to help secure economic justice. Ely's Principles of Economics is used as a text.

## 2. ECONOMIC HISTORY.....2½ hours

After a brief consideration of the Industrial Revolution in England, the greater portion of this course will be devoted to a study of the industrial development of the United States.

## 3. ECONOMIC GEOGRAPHY.....2½ hours

A study of the most significant geographical facts touching commerce and industry. Industrial influences will also be made prominent.

## 6. PROBLEMS OF CITIZENSHIP.....7½ hours

This is a composite course given by the Departments of History and Economics. 6a and 6b are outlined on page 72.

6c. 2½ hours. Special topics, such as money and banking, domestic and foreign trade, labor problems, state and local taxation, etc., will be considered in the light of their bearing upon the daily life problems of the average citizen, especially the citizen of Missouri. Courses 6a and 6b are not prerequisites for 6c.

## 100. PUBLIC FINANCE.....2½ hours

A course dealing with the principles of taxation, public expenditures, public revenue (federal, state and local), and the proper relation of the state to industry. Prerequisite: Course 1, or its equivalent.

## 101. HISTORY OF ECONOMIC THOUGHT.....2½ hours

This course will consist chiefly of a careful examination of the writings of the most prominent economists from Adam Smith to the present, with the purpose of discovering the basis upon which has been builded the most satisfactory Modern Economic Theory and bettering present theory as a basis for future development. Prerequisite: Course 1, or its equivalent.

## 102. COMMERCIAL LAW.....2½ hours

This course is designed to give the student a knowledge of the fundamental rules that govern and underlie commercial transactions, thus enabling him to avoid legal complications and, in case of necessity, to know when to consult legal advice. The chief aim is to present in a clear and comprehensive manner the principles governing Contracts in General, Sale of Goods, Insurance, Credits and Loans, Contracts of Guaranty, Negotiable Instruments, Agency Partnership and Joint Stock Companies, and Real and Personal Property.

## 103. RURAL ECONOMICS.....2½ hours

This course deals specially with rural credits, land tenure, marketing problems, organization of rural social life and other special problems of rural economy. It is offered in the spring term only.

NOTE: Courses 3, 100 and 102 are required of students specializing in the Commercial Department. Course 103 is required of students specializing in Agriculture.

## EDUCATION

MR. C. A. PHILLIPS, MR. HUDSON, MISS HUMPHREYS, MR. LOOMIS.

## PSYCHOLOGY

## 1. ELEMENTARY PSYCHOLOGY.....2½ hours

This course is intended to give the student a general view of the processes by which we come to know and adjust ourselves to the world. The physiology of the nervous system and the sense organs is studied in their relation to mental phenomena. It should precede Training School work.

## IV. RURAL SCHOOL PSYCHOLOGY.....½ unit

A special course in the fundamentals of Elementary Psychology adapted to the needs of rural school teachers.

## 2. ADVANCED PSYCHOLOGY.....2½ hours

This course is intended to enlarge the view obtained in Course 1. Emphasis is placed upon the relations of the fundamental principles of mental activity to the practical school work. Angell's Psychology will be used as a basis for the class discussions. Prerequisite: Course 1, or its equivalent.

## 3. EDUCATIONAL PSYCHOLOGY—CHILD STUDY.....2½ hours

This is a course of lectures, demonstrations and reports, dealing with the results of experimental methods as applied to educational problems. The class will be required to familiarize themselves with Kirkpatrick's Fundamentals of Child Study, Thorndike's Educational Psychology, in addition to preparing reports on monographs and the current literature. Prerequisite: Course 1.

#### 4. EDUCATIONAL PSYCHOLOGY—ADOLESCENT.....2½ hours

This course is intended for high school teachers, principals and superintendents. It treats of the accepted facts and principles of psychology that have a direct bearing upon the problems involved in the instruction of the youth. Educational problems that require statistical organization will be studied. Prerequisite: Course 1.

### PEDAGOGY

#### III or IV. RURAL SCHOOL MANAGEMENT.....½ unit

Considerable time will be devoted to the consideration of the administration of the State Course of Study. Among the other important topics to be considered will be: The teacher, his qualifications, duties and obligations to the children and community; school grounds, building and equipment; making the daily program; grading the school; school-room technique; school discipline.

#### IV. RURAL SCHOOL METHODS.....½ unit

This course will take up the pedagogy of the common school branches in such a way as to meet the needs of the teacher in the one-room school. The first four years of school life will receive the larger share of attention. The methods and material for teaching reading, numbers, language and natural history will receive detailed consideration. The organization, alternation and correlation of these subjects will be fully discussed.

#### IV. RURAL LIFE PROBLEMS.....½ unit

The purpose of this course is to give the teacher an appreciation of the special rural life problems with some knowledge to help in the solution of them. The more important topics to be considered are as follows: Personal hygiene; public hygiene; play and recreation; moral training; vocational education; boys' and girls' club work; the organization of the community for social and economic purposes.

#### 5. SCHOOL ECONOMY.....2½ hours

This course is required of graduates of first class high schools. The following topics are treated: The location and construction of school buildings; organization and gradation of schools; problems of classroom management; the school board; the principal and special supervisors; the superintendent; the school and community.

This course is not open to graduates of Teacher-training Courses in high schools and to students who have completed Rural School Management.

#### 6. PRINCIPLES OF TEACHING.....2½ hours

Consideration will be given to essential principles underlying and determining the whole educative process. Prerequisites: Psychology 1, and School Economy.



## 8. THE ELEMENTARY COURSE OF STUDY.....2½ hours

This course will consider the content, aims, materials, and methods in each of the leading subjects in the elementary school curriculum. Some effort will be made to show proper correlation and co-ordination among the subjects of the common school course of study.

Prerequisites: Psychology 1, and Pedagogy 5. This course is not open to graduates of Teacher-training Courses in high schools.

## 9. HIGH SCHOOL PROBLEMS.....2½ hours

This course will consider the history, aims and methods of secondary school teaching; also, the course of study for the various classes of high schools. Each student will be expected to do the general work of the course and to prepare a term paper on the high school subject in which he is specializing.

## 10. HISTORY OF EDUCATION.....5 hours

This work is required of all second-year advanced students pursuing the general 60-hour course. During the first term a detailed study will be made of Oriental, Greek, Roman and Medieval schools. The second term's work will consist of a special study of the great reformers during the modern period. The course will close with a brief study of modern school systems. Prerequisites: Courses 1, 5 and 6.

## 11. HISTORY OF MODERN ELEMENTARY EDUCATION.....2½ hours

The whole purpose and scope of modern elementary education will be treated. The early Christian schools, the rise of the vernacular schools, the secularization of elementary education, the influence of some of our more important modern reformers on elementary school practices and present-day tendencies in elementary education will be taken up. Prerequisites: Courses 1, 5 and 6.

NOTE: This course and 2½ hours' additional work in Education may be elected by *technical students* specializing in the 60-hour course instead of Course 10.

## 12. EDUCATIONAL SOCIOLOGY.....2½ hours

This course consists of lectures, recitations and reports, and in a general way will consider the origin and nature of society, and the fundamental social problems. Among those considered will be the family, the church, the state, the social aspects of industrial organizations and the social functions of the school.

## 13. RURAL SOCIOLOGY.....2½ hours

A critical study will be made of certain phases of the life of rural communities. An effort will be made to discover the limitations and opportunities of rural community life; and plans will be outlined for

rural progress. The course will consider the Educational, Social, Economic and Religious institutional activities of rural communities.

NOTE: It may not be taken for credit by students who have credit in Rural Life Problems.

14. THE ORGANIZATION AND ADMINISTRATION OF VOCATIONAL EDUCATION.....2½ hours

The course is organized to meet the needs of those students who are specializing in the departments of agriculture and home economics under the Smith-Hughes Act. A brief study will be made of the historical developments of vocational education in Germany, France, England and the United States. Some detailed attention will be given to the problems as they are presented in connection with the application of the Smith-Hughes Law. Special emphasis will be put upon the organization and administration of courses to fit into Missouri conditions. Prerequisites: Psychology 1, Pedagogy 5, 6 and 10 or 11.

100. SUPERVISION OF INSTRUCTION.....2½ hours

To get the proper point of view for the observation and criticism of instruction, the first part of the course will be devoted to the study of the principles and aims of education. The second part will deal with some of the supervisor's important problems, such as: retardation of pupils; limitation of pupils; methods of promotion; vital school statistics; estimating the worth of a teacher. The course is open to principles, superintendents, and others preparing for the work of supervision. Prerequisites: Courses 1, 5 and 6.

101. HISTORY OF EDUCATION IN MISSOURI.....1¼ hours

This course will include a detailed study of the history and organization of the various types of schools in the state; for example, elementary schools, secondary schools, normal schools, colleges and universities, and special schools. Some attention will be given to the supervision of schools as carried on by the County Superintendent and the State Superintendent. Missouri School Law will also receive considerable attention.

102. MODERN SCHOOL SYSTEMS.....2½ hours

The course will offer a somewhat detailed study of primary, secondary, higher, and professional education in Germany, France, England and the United States. A brief historical study will be made of each of the systems, but the larger emphasis will be put upon a comparative study of these systems as they are now working, with some attention to the marked educational tendencies of each.

## 103. PRINCIPLES OF EDUCATION.....2½ hours

A critical examination will be made of the more important problems of modern educational theory, such as the biological, psychological, ethical and sociological tendencies. The course will include lectures, class discussions and reports. The current pedagogical literature will be brought to the attention of the class.

## 104. ETHICS.....2½ hours

The course consists of three parts. First, a brief historical survey of the ethical teachings of a few of the world's greatest philosophical thinkers; second, starting from psychology, the facts of the moral nature are considered, and ideals of conduct and character are discussed; third, the work of the teacher in this field is examined and the way in which different subjects of the curriculum may contribute toward moral development is considered.

## 105. SCHOOL SURVEYS.....1¼ hours

The course will consist of a brief study of the methods of conducting surveys in cities and states. A number of typical city and state surveys will be reviewed in some detail. A careful study will be made of the more important standard school tests in reading, writing, arithmetic, language, etc. The course will be of special interest to County Superintendents, City Superintendents, and teachers of Teacher-training Courses in High Schools.

## 106. EDUCATIONAL TESTS AND MEASUREMENTS.....2½ hours

The course is a critical study of the literature of the standard tests and measurements for school problems. Considerable practice will be given in the application of these measures to ordinary school-room conditions. Prerequisites: Psychology 1 and 3, Pedagogy 5 and 6.

## 107. HISTORY OF EDUCATION IN THE UNITED STATES.....2½ hours

This course is planned to present in considerable detail the advancement and development of the Educational Institutions of the American people. The course will include a critical study of the elementary school and secondary schools. A brief discussion will be made of the problems of higher education in the United States. Special attention will be given to the problems of reorganization in our educational system.

NOTE 1: Courses 1, 5 and 8 are *not* open to graduates of Teacher-training Courses in the high school.

NOTE 2: Courses 2, 10, 11, 102, 104 and 107 may be used as electives for the A.B. degree.

## ENGLISH LANGUAGE AND LITERATURE

MR. COULTER, MISS BALL, MR. MARTIN, MISS TODD, MR. PARKER.

### ELEMENTARY COURSES

#### I. FIRST YEAR ENGLISH.....1 unit

This is a course in literature, in written and oral composition and in grammatical analysis, covering the work of three terms. The reading is from Irving, Longfellow, Dickens, Franklin, Scott, and Goldsmith. In the composition work emphasis is placed upon oral and written themes in brief narrative form. The work in analysis is done in connection with the themes and is intended to show the student his weakness in expression, and effective methods of correction.

#### Ia. ORAL ENGLISH..... $\frac{1}{2}$ unit

Optional in the third term of the first year or first term of the second year for those whose written work has been satisfactory.

#### II. SECOND YEAR ENGLISH.....1 unit

Reading of four to six authors each term; narrative, descriptive, and expository devices studied. Considerable work in oral composition. Themes in the form of story, description, and criticism of authors read.

#### III. THIRD YEAR ENGLISH.....1 unit

This course continues the work of Courses I and II. The reading for this year will be in biography, and in English and American authors.

#### IIIa. ORAL ENGLISH..... $\frac{1}{2}$ unit

Optional in the last term of the second year or in the third year for those whose written work has been satisfactory.

#### IVa. AMERICAN LITERATURE..... $\frac{2}{3}$ unit

Courses I, II and III, prerequisites. This course presents the American writers not only as artists and producers of literature, but also as thinkers and leaders of thought in their times. It is an introduction to the history of the development of culture in America.

#### IVb. RURAL SCHOOL METHODS IN ENGLISH..... $\frac{1}{2}$ unit

### JUNIOR COLLEGE COURSES

#### 1. COMPOSITION.....7 $\frac{1}{2}$ hours

The aim of the course is to give reasonable knowledge of correct English idiom and to present methods for conducting composition classes.

## 2. JOURNALISM.....2½ hours

This course is open to those who have completed the required composition work. The class in journalism issues "THE STUDENT." The members get drill in newspaper work of various kinds, and a type of experience which will be of value to them if they are called upon to supervise a school paper.

NOTE: The required work in composition is prerequisite to Course 2 and to all the following courses in English.

## 3. HISTORY OF ENGLISH LITERATURE.....7½ hours

This course has to do with the literary movements in English literature from the earliest times to the close of the nineteenth century. The course aims to be supplementary to the high school course in English literature. This course should be elected before other college courses in literature. It is desirable to elect the terms of this course in the order named. (a) 450 to 1660; (b) 1660 to 1832; 1832 to the present time.

## 4. METHODS IN READING.....2½ hours

This course will deal with methods of teaching reading in the elementary grades. Practice will be given in oral reading, dramatic reading, oral reproduction of stories, and dramatization. The work will be designed to meet the needs of those who intend to teach or supervise in the elementary schools.

## 5. PRINCIPLES OF LANGUAGE.....2½ hours

This course presents a brief review of the history of the English language, a study of the psychology of language and language teaching, and a discussion of language and composition in the schools. During the summer term the course will give special work of interest to teachers of grammar and composition in the upper grades and the high school.

## 6. ORIGIN AND DEVELOPMENT OF THE MODERN DRAMA.....2½ hours

The development of the liturgic drama in England until its decline in the sixteenth century. The development of the Elizabethan drama from the dramatic prelusions of the Masters of the Chapel Royal.

## 7. SHAKESPEARE.....2½ hours

The purpose of this course is to give the student a knowledge of Shakespeare's dramatic power. Several plays will be read intensively. Others will be assigned for reading out of class.



8. MILTON.....1¼ hours

Milton will be studied in relation to his time. Special attention will be paid to the group of minor poems. "Paradise Lost" and "Paradise Regained" will also be studied. Enough of Milton's prose will be read to familiarize students with his prose style and to acquaint them with his ideas of religion, politics and government.

9. VICTORIAN POETS.....2½ hours

A close study of the characteristics of the literary movement which centers around the middle of the nineteenth century.

10. NINETEENTH CENTURY PROSE.....2½ hours

A course parallel to the Victorian Poets course, presenting the chief prose writers of the period.

11. THE ENGLISH NOVEL.....2½ hours

This course will be offered in two terms; credit 1¼ hours each term. It will present a rapid review of the history of the English novel, with special emphasis upon the growth of fiction literature during the nineteenth century.

12. AMERICAN POETS.....2½ hours

This course is intended to supplement the high school work in the American literature and give a broader knowledge of the greater American poets.

13. AMERICAN PROSE.....2½ hours

This course is parallel to the American Poets course and presents a review of the development of nineteenth century American thought as expressed by our chief prose writers.

14. JUVENILE LITERATURE.....2½ hours

This course emphasizes: (1) Familiarity with various types and grades of literature for children. (2) Principles of selection of children's books. (3) Methods of presentation.

15. THE SHORT STORY.....1¼ hours

A rapid reading of the characteristic short stories of the past and the present. Emphasis upon the structure of short story and upon principles of selection.

## SPECIAL COURSES IN ORAL ENGLISH

## 16. BEGINNING READING.....2½ hours

It is the object of this course to make better teachers of reading by making teachers better readers. Selections used are mostly complete classics such as are recommended by the State Course of Study for the higher grades. The student is taught to analyze these selections for their literary value, and interpret them vocally.

## 17. ADVANCED READING.....2½ hours

This course seeks to develop appreciation of literature and gives practice in its oral interpretation. The selections studied vary widely. They are read in class, committed, and delivered from the platform.

## 18. PUBLIC SPEAKING.....2½ hours

It is the aim of this course to give instruction in the principles essential to both vocal and physical expression. Exercises are given to develop correct breathing, to improve the voice, and to secure good stage presence. Selections are committed and delivered from the platform, and informal discussions of current topics are required.

## 19. THE SHORT SPEECH.....2½ hours

The delivery of short extemporaneous speeches is the chief feature of this course. The student is required to submit an outline of each speech before it is delivered. The object of this course is to give the student practice in the preparation and delivery of short addresses on special occasions such as occur in the experience of every teacher.

## 20. INTERPRETATION OF THE DRAMA.....2½ hours

Plays are studied in class and presented on the classroom stage. The problems of grouping, costuming, and make-up are considered. One public performance will be given each quarter. The plays used will be chiefly modern.

## 21. INTERPRETATION OF POETRY .....2½ hours

Tennyson, Browning, Early American Poets, Late American Poets. This course seeks to develop a keen appreciation of poetry by means of oral reading. Platform readings from memory will be a feature of the course.

## 22. THE ORATION.....2½ hours

A course in the structure, building and delivery of the oration. The great British and American orators and their works are studied. Each

student is required to prepare and deliver one oration of two thousand words. It is advisable that all candidates for the oratorical contest should take this course.

Prerequisite: The course in Public Speaking, or its equivalent, and considerable work in Composition.

23. DEBATE.....2½ hours

This course gives practice in debating and in the preparation of briefs. Students who plan to enter the inter-society debate contests or to try for the inter-state debate teams should elect this course.

### SENIOR COLLEGE COURSES

100. WORDSWORTH AND THE LAKE POETS.....2½ hours

Special attention is given to the influence of the economic and social theories of the late eighteenth century upon the poets.

101. TENNYSON.....2½ hours

A reading of the *Idyls of the King*, and *In Memoriam*, along with many of the shorter poems. The object is to show Tennyson as an interpreter of the thought and life of the England of his time.

102. BROWNING.....2½ hours

The more significant of his poems are read in the order of their writing, and an attempt is made to present something of the development of Browning's ideas and literary methods.

103. PRINCIPLES AND CRITICISM.....2½ hours

This course presents the current theories of æsthetics and applies them to the educational questions involved in the selection and presentation of literature in the schools. It is especially designed to meet the needs of high school teachers of literature.

104. CONTEMPORARY LITERATURE.....5 hours

A rapid reading course in characteristic American and European literature of the past twenty years.

a. Prose fiction, poetry and drama.

b. Essay, biography, travel and exploration.

105. THE EPIC.....2½ hours

A comparative study of the various epics, with special stress on the English epics.

NOTE 1: Courses 4, 16 and 17 may not be used for the A.B. degree.

## FRENCH AND SPANISH

MISS HARRIS.

## ELEMENTARY COURSES

- III. BEGINNING FRENCH.....1 unit  
     Meras' *Le Premier Livre* and *Le Second Livre*. Reading and conversation.
- IV. SECOND YEAR FRENCH.....1 unit  
     Reading, composition and conversation.

## COLLEGE COURSES

1. ELEMENTARY FRENCH.....7½ hours  
     a. *First Term*. 2½ hours. Meras' *Le Premier Livre*, *Lessons I-XXXV*.  
     b. *Second Term*. 2½ hours. Meras' *Lessons 36-60*. Reading Bruce's *Lectures Faciles* and Labiche's *Le Voyage de M. Perrichon*.  
     c. *Third Term*. 2½ hours. Meras' *Le Second Livre*, *Lessons 1-60*. Reading Daudet's *La Belle Nivernaise*.
2. INTERMEDIATE FRENCH.....7½ hours  
     a. *First Term*. 2½ hours. Composition and conversation. Reading Daudet's *Tartarin de Tarascon* and Beaumarchais' *Barbier de Seville*. Prerequisite: Course 1.  
     b. *Second Term*. 2½ hours. Composition, conversation and dictation. Reading Moliere's *L'Avare* and *Le Malade Imaginaire*.  
     c. *Third Term*. 2½ hours. Composition and conversation. Reading Hugo's *Les Miserables* and Sand's *La Petite Fadette*. Dumas' *Les Trois Mousquetaires* is read outside of class and a resume of it written in French.
3. FRENCH SINCE SIXTEENTH CENTURY.....7½ hours  
     Prerequisite: Course 2. Selections are read from Corneille, Moliere, Racine, Madame de Sevigne, Voltaire, Hugo, De Vigny, and Rostand.  
     More advanced courses in French will be given if there is sufficient demand.

1. FIRST YEAR SPANISH.....7½ hours
  - 1a. Hall's All Spanish Method 1-50.
  - 1b. Hall's All Spanish Method completed. Francois and Fuentes Trip to Latin America—Lessons 1-20.
  - 1c. Francois and Fuentes Trip to Latin America completed. Valera's El Pajaro Verde, Alarcon's El Capitan Veneno.
2. SECOND YEAR SPANISH.....7½ hours
 

Reading, conversation and composition.

## HISTORY

MR. MCCLURE, MISS RUNYON, MR. BASS, MISS JANNEY.

### ELEMENTARY COURSES

- I. ANCIENT HISTORY..... $\frac{2}{3}$  unit
  - a. *The Orient and Greece*.  $\frac{1}{3}$  unit. A study of the development of organized governments, industries, manners and customs of the life in the Nile and the Tigris-Euphrates valleys. The essentials of the history of Greece with special emphasis upon the cultural and social phases.
  - b. *Rome*.  $\frac{1}{3}$  unit. The essentials of the history of Rome and the beginnings of the Barbarian Kingdoms. Special attention is given to the social and economic development.
- II. MEDIEVAL AND MODERN HISTORY.....1 unit
 

(Prerequisite: Course I.)

  - a. *Medieval*.  $\frac{1}{3}$  unit. The work is based on Robinson's Western Europe and Readings in European History. It covers the beginnings of European nations, the growth of Christianity and ecclesiastic control, and the period of the Crusades and explorations.
  - b. *Modern History* to the French Revolution.  $\frac{1}{3}$  unit. The Feudal system, the Renaissance, the development of towns, and the period of the Reformation will be fully treated.
  - c. *Modern History* to the Present Time.  $\frac{1}{3}$  unit. The French Revolution, the growth of the kingdom of Italy and the German empire, the industrial revolution of the last century and the history of recent times will be studied.
- III. ENGLISH HISTORY..... $\frac{2}{3}$  unit
 

(Prerequisite: Course I.)

  - a. *The Development of the English Nation*.  $\frac{1}{3}$  unit. The growth of national unity and the development of absolute monarchy are traced from the beginnings through the early Tudor period.
  - b. *The Empire of Great Britain*.  $\frac{1}{3}$  unit. The growth of the spirit of democracy, of territorial possessions, of trade and industrial expansion are followed to the present time.



IV. AMERICAN HISTORY AND GOVERNMENT.....1 unit  
(Prerequisite: Courses I and II or I and III.)

a. *Colonies and Nation.*  $\frac{1}{3}$  unit. This course, which extends to about 1830, considers the colonial period briefly and emphasizes the formation and growth of the new republic as a nation.

b. *Division, Reunion and Development.*  $\frac{1}{3}$  unit. The periods of disunion and reconstruction are followed by a study of the political and industrial development extending to the present time.

c. *Government of the State and Nation.*  $\frac{1}{3}$  unit. An analysis of the structure and working of government in state and nation.

\*Prerequisite does not apply to students taking the rural school course, providing they are electing Latin or a modern language.

## JUNIOR COLLEGE COURSES

1. EUROPEAN HISTORY.....7½ hours

a. *Advanced European History.* 2½ hours. A study of Medieval Institutions and the Reformation from the sources and extended histories. Prerequisite: Medieval and Modern History.

b. *Advanced European History.* 2½ hours. Periods of the Reformation and the French Revolution. Sources and library references used in the preparation of topics and papers.

c. *Nineteenth Century History.* 2½ hours. The development of industrial, social and political Europe during the last century is the subject of this course.

2. ANCIENT HISTORY.....7½ hours

a. *History of the Hebrew People.* 2½ hours. A study of the life and institutions of this peculiar people, with special reference to their influence upon modern civilization.

b. *The Mediterranean World from Alexander to Caesar.* 2½ hours. This course is intended for high school teachers of history and for students interested in gaining a broader view of ancient history. It will deal with the civilization and political experiments of the Greeks and Romans.

c. *The Roman Empire.* 2½ hours. A course for teachers of history in high schools and students interested in a broader study of the first great European empire. It will deal with the chief events from Caesar to Charlemagne.

## 3. AMERICAN HISTORY.....7½ hours

a. *Colonial History*. 2½ hours. This course, extending to 1763, gives particular attention to the beginning and growth of settlements, and to the development of colonial government. In addition to lectures and textbooks, collateral reading and topics will be required.

b. *Formation of the Union*. 2½ hours. This course extends to about 1830, and emphasizes the formation and development of the Union. As far as possible, source material will be used. Lectures, quizzes and topics.

c. *The Civil War and Recent Development*. 2½ hours. Stress is placed upon the Civil War, Reconstruction and recent political, social and industrial problems.

## 4. THE HISTORY OF MISSOURI.....2½ hours

A study of local and state history. The settlement, types of people, constitutional development, and importance of Missouri in the great national movements are emphasized. Special treatment of the social and industrial conditions.

## 5. METHODS OF TEACHING HISTORY IN THE GRADES.....2½ hours

This course will include subject matter and methods for the study of history in the grades. Special attention will be given to the use of illustrative material, devices for impressing facts and methods of organizing these in an orderly way.

## 6. PROBLEMS OF CITIZENSHIP.....7½ hours

This course is offered in three parts. Parts one and two are offered by the History Department and part three by the Economics Department. The purpose of the course is to present the fundamental problems of citizenship which any teacher, grade or high school, must understand in order to discharge properly her duties as instructor of American children.

a. 2½ hours. A course in history dealing with the causes of the Great War, the racial and political troubles of Europe during the last half century, and the problems of the Peace Congress.

b. 2½ hours. A course in government, dealing chiefly with national and international problems which affect directly the average citizen. Emphasis will be placed upon the relations of the individual with the national government, also upon the simpler diplomatic relations of our government with other governments.

c. 2½ hours. (See Department of Economics, page 58.)

## SENIOR COLLEGE COURSES

101. ENGLISH CONSTITUTIONAL HISTORY.....2½ hours  
A study of the present government of the English people, including political parties and party organization.
102. GOVERNMENT OF THE UNITED STATES.....2½ hours  
A study of local, state and national government. The machinery of government is considered, but emphasis is given to the function of government under American conditions.
103. GOVERNMENTS OF EUROPE.....2½ hours  
A comparative study of the governments of Europe. France and Germany are used as a basis for comparison and for studying the life of the people with reference to new ideas of government.
104. ERA OF THE RENAISSANCE AND REFORMATION.....2½ hours  
The first part treats of the Italian City republics, the new learning and art and the church and her enemies. The second part emphasizes the Saxon revolt, and the Reformed Church movements.
106. CURRENT HISTORY.....2½ hours  
A study of the present political and social movements in the light of historic development. Special attention will be given to the war situation.
107. HISTORY OF LATIN AMERICA.....2½ hours  
A study of the political, social and economic conditions of the South American countries as revealed in their history.
108. HISTORY OF THE WEST.....2½ hours  
This course will treat of some of the problems arising from the expansion of the United States west of the Alleghenies.
109. RECENT AMERICAN HISTORY.....2½ hours  
This course treats of the period from 1877 to the present time, and emphasizes social and industrial problems.
110. METHODS IN TEACHING HIGH SCHOOL HISTORY.....2½ hours  
A course designed for students who major in history and expect to teach history in high school.

NOTE: Courses 5 and 110 may not be used for the A.B. degree.

## LATIN

MISS CARTER.

## ELEMENTARY COURSES

- I. BEGINNING LATIN.....1 unit
- Lessons 1-26 in D'Ooge's Beginning Latin.
  - Lessons 26-58 in D'Ooge's Beginning Latin.
  - D'Ooge's Beginning Latin completed.
- II. CAESAR AND PROSE COMPOSITION.....1 unit
- Walker's text. Attention is given to syntax and sentence structure, and the study of English derivatives. Cæsar and the World War are correlated.
- Twenty-five lessons in Abbott's Prose Composition and Book II.
  - Parts of Books I, II and III.
  - Book IV, chapters 11-28; Book VI, chapters 15-31; Book VII, chapters 60-90.

## COLLEGE COURSES

1. ADVANCED LATIN GRAMMAR AND PROSE COMPOSITION.....5 hours
- Jones's Latin Prose Composition and Bennett's and Allen & Greenough's Latin Grammars. Prerequisites: Courses I and II.
- Syntax and classification of pronouns and verbs.
  - Syntax and classification of nouns and pronouns.
- 2a. SALLUST'S JUGURTHA.....2½ hours
- Chase & Stewart's Sallust. A finished English translation is required, together with a study of the peculiarities of the author's style.
- 2b. SALLUST'S CATILINE.....2½ hours
- Special attention to a comparison of Cicero's and Sallust's estimate of Catiline.
3. CICERO'S ORATIONS AGAINST CATILINE AND FOR ARCHIAS.....7½ hours
- A detailed study of Cicero's style, sentence structure and syntax, his place as an orator.
4. VERGIL'S AENEID.....7½ hours
- Fairclough-Brown text.
- Book I with detailed study of scansion, figures of speech, and syntax.
  - Books II, III, IV.
  - Books V, VI with a study of the entire poem as a literary classic.

5. CICERO'S ESSAYS.....5 hours  
 a. De Senectute.  
 b. De Amicitia.

100. TACITUS.....5 hours  
 a. Germania.  
 b. Agricola.

101. METHODS IN TEACHING HIGH SCHOOL LATIN.....2½ hours

A careful examination of the reasons for giving Latin a place in the curriculum; an examination of the various textbooks for high school use; a study of the use of illustrative material, and the relation of Latin to practical life. Most of the time is devoted to the problems arising in the first two years of high school.

NOTE: Course 101 may not be used for the A.B. degree.

## MATHEMATICS

MR. SCARBOROUGH, MISS KENNEDY, MR. URBAN.

### ELEMENTARY COURSES

- I. ELEMENTARY ALGEBRA.....1 unit

This includes the mathematics given during the first year, and is intended for those who have finished the eighth grade or rural school course.

a. This includes the ordinary operations of addition, subtraction, multiplication and division, together with some practice in the use of the simpler equations.

b. Factoring and its applications to the simpler quadratic equations, fractions, linear equations involving two unknown, and fractional equations of the first degree.

c. Reviews and extension of work in the topics given in Ia, with special reference to literal notation, square root, radicals, simpler forms of quadratic equations, including one and two unknowns.

- II. PLANE GEOMETRY.....1 unit

a. Rectilinear figures and circles.

b. Proportion, similar figures, and areas.

c. Regular polygons, areas of circles, and the practical application of plane geometry. Required of all students. Prerequisite: Elementary Algebra.



IIIa. METHODS IN ARITHMETIC..... $\frac{1}{2}$  unit

This course is designed for those who have taken one year of algebra and a course in geometry. The equation forms an important part of the solution of many arithmetical problems. Compound interest, sinking funds, the issuing of bonds, and the investment of savings, will receive special attention. The laboratory is constantly used in the work. Prerequisite: One year of algebra.

IIIb. ALGEBRA..... $\frac{1}{2}$  unit

The more advanced phases of the topics studied in course I will be considered, and special attention will be given to quadratic equations in one and two unknowns. The graph of the equation will be emphasized. Prerequisites: Courses I and II.

IIIc. MATHEMATICS..... $\frac{1}{2}$  unit

The practical applications of algebra and geometry to the industrial problems of the day will be emphasized. Logarithms and the graphic method of representing the equations derived from practical problems will form an important part of the work. Prerequisites: Courses I, II, and IIIb.

NOTE: High school students who have 13 units credit may elect *solid geometry* and *trigonometry* in the *fourth year* of the high school course.

## COLLEGE COURSES

1. SOLID GEOMETRY.....2 $\frac{1}{2}$  hours

The laboratory method will be used in much of this work. The topics usually given in a course in Solid Geometry will be included.

Prerequisites: Elementary Algebra and Plane Geometry.

2. PLANE TRIGONOMETRY.....2 $\frac{1}{2}$  hours

Much practical work will be done in connection with this course. The laboratory is supplied with a good transit and other apparatus for making all necessary measurements. Prerequisites: Same as in Course 1.

## 3. ANALYTICAL GEOMETRY.....5 hours

The purpose of this course is to give the pupil the geometrical interpretation of Algebra. This subject is necessary in order to appreciate the true meaning of the graph in elementary algebra. Prerequisite: Course 2.

## 4. COLLEGE ALGEBRA.....2½ hours

This course is designed as a preparation for higher work in mathematics, and special attention will be given to a discussion of series.

## 5. THEORY OF EQUATIONS.....2½ hours

This will include Determinants as well as the Theory of Algebraic Equations. Prerequisite: Course 3 or 4.

## 6. CALCULUS.....5 hours

- a. Differential Calculus and its application.
- b. Integral Calculus and its application.

## 7. TEACHERS' COURSE IN MATHEMATICS.....2½ hours

This course includes a discussion of the teaching of arithmetic, algebra and plane geometry, as required in the usual high school course. The *correlation* of subjects and laboratory methods form an important part of the course. This course does not count for the A.B. degree.

## 8. HISTORY OF MATHEMATICS.....2½ hours

This course includes the study of the development of the various topics included in the ordinary high school course, together with a study of some of the men who have contributed largely to the development of the Science of Mathematics.

## 9. ASTRONOMY.....2½ hours

This includes both descriptive and mathematical Astronomy. The course is open to high school graduates.

## 10. SURVEYING.....2½ hours

Much field work with the compass, level and transit will be required. Prerequisite: Course 2.

## 11. INDUSTRIAL MATHEMATICS.....2½ hours

This course will include various applications of Mathematics in the several industrial pursuits. Pupils should have a thoro knowledge of high school mathematics before electing this course.

## 101. DIFFERENTIAL EQUATIONS.....2½ hours

A course in ordinary and partial differential equations, dealing with the methods of integrating the standard forms, especially those occurring most frequently in mathematical physics, with applications. Prerequisites: Courses 3 and 6.

NOTE: Courses 3 to 10, inclusive, may be elected by senior college students, as well as by those in the junior college.

## PHYSICS AND CHEMISTRY

MR. MORRIS, MR. FOSTER.

## a. PHYSICS

## ELEMENTARY COURSES

## III. ELEMENTARY PHYSICS.....1 unit

The first third deals with fundamental units of measurement, force, motion, work, energy, simple machines, pressure of liquids and gases and some fundamental properties of matter. The second third deals with heat, sound and light. The third part deals with electricity.

The aim is to teach the principles of physics and to show how they are virtually related to the common daily activities of the student. The laboratory work (two hours weekly) is thoroly practical.

NOTE: One class in elementary physics will be offered each term for students of the Rural School Course. It will aim to train the student in observing and interpreting his physical environment. Special attention will be given to elementary household and farm physics.

## COLLEGE COURSES

## 1. GENERAL PHYSICS.....7½ hours

This course is open to graduates of first class high schools, who have had no work in physics. It is also open to those who *have completed high school physics*. It aims to give a broad outline of the essentials of physics because of the intrinsic value of the subject-matter, and because of the contribution physics has made to the method of arriving at truth. Prerequisite: Graduation from a first class four-year high school, or the equivalent. Kimball's General Physics is used as a text.

## 2. HEAT.....2½ hours

The essential things in this course are nature of heat, conduction, radiation, and thermodynamics. Thermometry, calorimetry and change of state will also receive some consideration.

## 3. ELECTRICITY.....5 hours

This course will deal with the nature of electricity and the electric current and its magnetic, chemical and heat effects. It will also deal with direct current motors and generators. The course is designed to meet the needs of the high school teacher and the technical student. Timbie's Elements of Electricity is used. Prerequisite: Elementary Physics.

## 4. HOUSEHOLD PHYSICS.....2½ hours

This course will deal with various heating systems, management and regulation of heating plants, fuels, ventilation, electricity in the home, illumination, etc. The only prerequisite is the college entrance requirement. Keene's text is used. While this course is open to students of home economics, it is designed for those taking the general course. This course is given by *correspondence*.

## 101. HISTORY OF PHYSICS.....2½ hours

The aim of this course is to familiarize teachers of high school physics with the order of development of the various branches of the subject. Cajori's History of Physics will serve as a guide. Selected chapters from such works as Whewell's History of the Inductive Sciences and Sedgwick and Tyler's History of Science will form valuable collateral reading. Prerequisite: Course 1 or the equivalent. This course is given by *correspondence* only.

## 102. MECHANICS.....2½ hours

This course will deal with the various kinds of motion, statics, center of gravity, moment of inertia, mechanics of fluids, etc. The subject of elasticity will be taken up in studying vibrating bodies. Prerequisites: Elementary physics and trigonometry. Morley's Mechanics is used.

103. ELECTRICITY (*Alternating Currents*).....2½ hours

This course will deal with alternating currents and appliances for generating, transforming and utilizing them. Electric oscillations and wireless telegraphy will be studied. By far the largest amount of electricity is used today in the form of alternating currents. The aim is to acquaint the student with electricity in the industrial world. Prerequisites: Elementary physics and trigonometry.

## b. CHEMISTRY

## ELEMENTARY COURSE

## III or IV. ELEMENTARY CHEMISTRY.....1 unit

Given as first third, second third, and third third, in three respective quarters, with ⅓ unit credit for each course. The chemistry of common things is emphasized in this course; however, chemical theory dealing with symbols, atoms, molecules, formulas, valence, gas laws, etc., is introduced and applied in an elementary way. Laboratory two hours per week.

## COLLEGE COURSES

## 1. GENERAL CHEMISTRY.....7½ hours

1a. Common gases and compounds dealt with. Chemical theory concerning gases, solutions, equations, ionization, valence, etc. McPherson and Henderson's College text and manual. Laboratory work follows McPherson and Henderson manual, in general. Prerequisite: Graduation from a first class high school.

1b. 2½ hours. Study of sulfur and compounds, chlorin family, carbon and its compounds, flames, fuels and gases, silicon family, phosphorus and its compounds, and a further study and application of chemical theory. Laboratory two hours a week. Prerequisite: 1a.

1c. 2½ hours. Deals with common metals such as copper, mercury, iron, sodium, potassium, silver, etc., and their important common compounds, preparation and uses. Laboratory two hours a week. Prerequisite: 1a.

## 2. QUALITATIVE ANALYSIS.....5 hours

2a. The lectures of the course deal with the chemistry of analytical reactions, and special attention is given to the development and application of laws of equilibrium and solution. The laboratory work and recitation work will require approximately two hours per day. The laboratory work deals with methods of separation and detection of the common metal ions. Steiglitz text and manual. Prerequisite: Course

1. Credit 2½ hours.

2b. Continuation of Course 2a. In addition to metal ions acid ions are dealt with. Laboratory 8 hours a week and two lectures a week. Prerequisite: 2a. Credit 2½ hours.

## 3. GENERAL HOUSEHOLD CHEMISTRY.....2½ hours

Applications of chemistry in the home, chemistry of cooking, cleaning, detection of food adulterants, and preservatives, baking powders, sanitation, bleaching, dyeing, textiles, fuels, etc. Emphasis is placed on laboratory work. Prerequisite: Chemistry 1, or its equivalent.

## 101. INDUSTRIAL CHEMISTRY.....2½ hours

Among topics considered are the separation of metals from their ores, preparation of glass, lime, cement, steel and other useful substances, and the purification of drugs and chemicals. Thermochemistry, electrochemistry, photography, welding, etc., are dealt with. This is particularly a laboratory course. Prerequisite: Chemistry 1, or the equivalent.



## 102. AGRICULTURAL CHEMISTRY.....2½ hours

This course deals with foods, fertilizers, soils, decay, preservatives, insecticides, etc. Prerequisite: Course 2.

## 103. CHEMISTRY OF FOODS AND TEXTILES.....2½ hours

Composition and properties of carbohydrates, fats, proteins, and organic acids, and their adaption to the animal body. Food analysis and the chemistry of the common textiles. For students in Home Economics and Agriculture. Prerequisite: Chemistry 1.

### c. GENERAL SCIENCE

## I. GENERAL SCIENCE.....1 unit

It aims to furnish a fund of information that is applicable to every-day living, to train the student in observing and interpreting his environment, to lay a foundation for future science study and to acquaint the student with the method of science which is so widely used in all fields of inquiry. The project method will be used extensively.

## 104. SCIENCE TEACHING.....2½ hours

This course will deal with the aims of science teaching and the methods of presenting science in secondary schools. Special attention will be given to the project method. The content of a course for general science will be considered at some length. Twiss's Science-Teaching will form a basis for the work. Prerequisite: Fifteen hours in science. This course may not be used for the A.B. degree.

### PHYSIOLOGY AND HYGIENE

MR. WALTERS, \*MR. HOMER PHILLIPS.

### ELEMENTARY COURSE

## III. PHYSIOLOGY.....½ unit

This is a general course equivalent to the physiology offered by the best high schools. The work includes five recitations per week and one laboratory period.

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\*Mr. Phillips is assigned to this School District by the State Tuberculosis Association as its representative in health education. From September till May he spends his time in the field promoting the work of the modern health crusade in the public schools and in attending to general education propaganda in the fight on tuberculosis. During the summer school he conducts the classes in this school on Sanitation and Disease Prevention and gives lectures and personal conferences relating to his work.

## COLLEGE COURSES

1. ADVANCED PHYSIOLOGY.....2½ hours

General view of the subject; Physiology of muscular system, nervous system, and the special senses. Laboratory work. Prerequisite: Elementary physiology.

2. TEACHERS' HYGIENE.....2½ hours

The various agencies—exercises, massage, posture, food, clothing, bathing, sleep, and outdoor life—through which health may be controlled, are considered with special reference to the life and work of the teacher. The course is practical, each student being urged and helped to put his health on a higher plane. To this end considerable time is given to *corrective hygiene*, for in the removal of bodily defects and weaknesses are eliminated *causes for worse conditions and of disease*. Partly as an aid in the personal work and partly to determine what progress has been made, two physical examinations, one at the beginning and the other at the close of the term, are given. Prerequisite: A knowledge of physiology. This course does not count for the A.B. degree.

3. CHILD HYGIENE.....2½ hours

The purpose of this course is to develop an intelligent interest in the physical well-being of the child and to equip teachers with knowledge necessary for guarding the pupil's health and for assisting in his development. The following topics will receive due consideration: The schoolroom environment; the detection and removal of bodily defects and weaknesses; mouth hygiene, tests for sight and hearing, detection of beginnings of diphtheria, scarlet fever, tonsillitis, and other infectious diseases. This course is *not open* to students who have elected the course in Child Welfare. See page 85. Prerequisite: Hygiene, Course 2.

4. SANITATION AND DISEASE PREVENTION.....2½ hours

This course aims to treat in a general way the principles of sanitation and public health. Special attention is given to improving the sanitation of school houses and school grounds with suggestions as to how the school may influence communities in health matters. Suggestive health programs are offered with the idea that the child should form health habits by doing, rather than reading, about them. Given during the summer term only.

## TRAINING SCHOOL

MR. CRISSMAN, MISS SELF, MISS RICHARDS, MISS WARE,  
MISS FITZGERALD, MISS MOULTON, MISS SCOTT.

Three things are necessary in the preparation of a teacher: (a) Academic knowledge. (b) Professional principles. (c) Skill in the application of these principles. To give the last is the function of the Training School.

In the Training School the student-teacher has an opportunity to begin his teaching under the direction of a judicious and sympathetic critic. Thus he is enabled to escape many of the mistakes of the untrained teacher and to fix good methods of instruction and government.

The supervisors of the Training School are selected because of their special fitness for directing the work of students and teachers in their respective grades. Nothing is done that in any way tends to hamper the individuality of the teacher. On the contrary, every effort is made to have full play to the teacher's originality. We do not wish teachers to have the indelible impress of this institution upon them as distinct from all others. On the contrary, the plan is to develop resourcefulness and adaptability in the teachers.

As far as possible, all Training School teachers are required to have a term of observation, criticism and plan writing, so that they know what good teaching is and can write a good lesson plan before they actually take charge of a class, thus avoiding all mere "practice teaching."

The Training School consists of the high school, grammar, intermediate, primary and kindergarten departments; and students are assigned to teach in departments best suited to their needs and qualifications.

NOTE 1: As soon as students in the advanced course complete the first year of college work they must register with the Superintendent of the Training School for "teaching" else they forfeit their right to the privilege mentioned in Note 2 below.

NOTE 2: Students in the sixty-hour course who offer themselves for teaching each term of the second year and cannot be assigned classes shall, after having had two terms of actual teaching, be excused from the third term of teaching with privileges of taking  $2\frac{1}{2}$  hours of free electives.

NOTE 3: No credit shall be given for teaching experience gained by a teacher receiving a salary. If, in the judgment of the Superintendent of the Training School, a teacher with three or more years of experience can with greater profit take some course other than the third term of teaching she may be excused from such teaching, and be required to elect two and one-half ( $2\frac{1}{2}$ ) hours of professional or academic work.

1. ELEMENTARY TEACHING..... $\frac{1}{3}$  unit or  $2\frac{1}{2}$  hours

This is a course in observation, criticism, plan writing and such teaching as opportunity affords. The Superintendent and all Supervisors will teach illustrative lessons. The range of subjects taught will comprehend practically all of the work offered in grades one to eight, inclusive. All lessons will be discussed under the direction of the Superintendent, and each student-teacher will be required to write

plans for teaching of such lessons. This course is required of all candidates for the Regents' Certificate and the Rural School Certificate. It counts as one of three terms of required teaching. Prerequisites: Elementary Psychology and School Economy.

2. ADVANCED TEACHING.....2½ hours

This is a course in teaching in one of the departments of the Training School. Every lesson taught must have careful preparation.

A written plan must be submitted to the Supervisor for criticism before the recitation. Practically every class exercise will be observed and criticised by the Supervisor. It is required of all students for the Sixty-Hour Diploma, and must be taken during the first term of the second year of the advanced course. Prerequisites: Elementary Psychology, School Economy, Principles of Teaching.

3. ADVANCED TEACHING.....2½ hours

This course is a continuation of Course 2. It is required of all candidates for the Sixty-Hour Diploma. Prerequisite: Course 2.

4. PRIMARY METHODS.....2½ hours

This course is offered for those who are taking the special primary work and is required of those in the Specializing Course for Primary Grades. It consists of a study of the several subjects in the primary grades with special reference to the teaching of these subjects.

This course is taught by the Supervisor of the Primary Department. It must be preceded by Elementary Psychology and School Economy. The subjects considered in Course 4 are reading and nature study. It is an elective in Education.

5. PRIMARY METHODS.....2½ hours

This course is a continuation of Course 4. The subjects considered are language, phonics and arithmetic, including sense-training games. It is an elective in Education.

7. KINDERGARTEN THEORY.....2½ hours

Kindergarten Gifts, 1 to 5; "Education of Man" and "Mother Play;" songs and games. Occupations: Sand table work, clay modeling, drawing. Prerequisites: Elementary Psychology and School Administration.

8. KINDERGARTEN THEORY.....2½ hours

Kindergarten Gifts, 5 to 8; "Education of Man," "Mother Play," "History of the Kindergarten," Vandewalker. Occupations: Cutting, tearing, folding, construction work. Prerequisite: Course 7.

9. KINDERGARTEN THEORY.....2½ hours

"Froebel's Educational Laws," Hughes. Program work: Mother Play; Gifts completed. Occupations: Sewing, card lacing, weaving. Prerequisite: Course 8.

10. KINDERGARTEN-PRIMARY TEACHING.....2½ hours  
Gift and game work, observation, monitorial work and connecting class teaching.
11. KINDERGARTEN-PRIMARY TEACHING.....2½ hours  
Occupations: Beginning story-telling, music and rhythm work, observation.
12. KINDERGARTEN-PRIMARY TEACHING.....2½ hours  
Students are required to take full charge of the entire work of the Kindergarten and work out any problems which may be assigned.
13. SPECIAL TEACHING AND PRACTICAL SUPERVISION.....7½ hours  
This course is open only to students taking the "Supervisors' Course in Elementary Schools," and to a very limited number, not more than six a year. No one will be eligible whose academic record is not high and whose professional work averages below "A." Applicants for this course should have two or more years of successful experience. Permission to take this course must be secured from the Superintendent of the Training School. See Special Supervisors' Course, page 51.
14. CHILD WELFARE.....2½ hours  
This course aims to give the teacher an intelligent appreciation of many problems that relate the home to the school in dealing with the physical, mental, moral and social welfare of the child. See page 82.
15. INTERMEDIATE GRADE METHODS.....2½ hours  
This course is offered by the Supervisor of the Intermediate Grades for all who are expecting to teach in these grades both in the Training School and after graduation. It will be offered in the fall quarter but not in the winter or spring quarters. At the time students enter upon the Advanced Normal School Course they should, if possible, determine the field of teaching for which they will make special preparation. This choice *must* be made not later than the beginning of the second year. If their choice should be the Intermediate Grades they should take this course. It counts as an elective in Education; but it is *not* open to students who have completed Course 8 in Education.
100. SENIOR COLLEGE TEACHING.....2½ hours  
Students in the ninety (90) and one hundred twenty (120) hour courses may elect 2½ hours of Teaching, which counts as 2½ hours of required work in Education.



## DEPARTMENT OF COMMERCE

MR. ELLIS, MISS MICHAELIS.

## ELEMENTARY COURSE

1. PENMANSHIP..... $\frac{1}{2}$  unit

1a. *First Term.*  $\frac{1}{6}$  unit. Proper position of the body, pen and paper; systematic exercises developing both movement and form; a careful rating of letter form and movement made by the Zaner Hand-writing Scale.

1b. *Second Term.*  $\frac{1}{6}$  unit. Review of the first term's work, placing special emphasis on uniformity of slant, spacing between letters and uniform height of letters.

1c. *Third Term.*  $\frac{1}{6}$  unit. Much drill work in letters of difficult combination, movement and form carefully observed. Writing for the Palmer Teacher's Certificate is required of all students this quarter.

## COLLEGE COURSES

1. ACCOUNTING..... $7\frac{1}{2}$  hours

1a. *First Term.*  $2\frac{1}{2}$  hours. Rowe's presentation of the science of accountancy and the art of bookkeeping for a wholesale grocery business conducted by partners.

1b. *Second Term.*  $2\frac{1}{2}$  hours. A continuation of 1a, with special emphasis on trading profit, loss statements and special accounts.

1c. *Third Term.*  $2\frac{1}{2}$  hours. Rowe's Cost Accounting illustrating the science of accountancy and the art of bookkeeping as applied to a manufacturing business conducted by a corporation, including a complete system of manufacturing business accounts based upon the cost method in connection with a scientific system of cost records and accounts which are interlocked with control accounts in the general books; also the voucher system of recording accounts payable.

2. TYPEWRITING..... $3\frac{3}{4}$  hours

This course is open to college students only. The "touch" method is carefully followed; "Rational Typewriting," prepared by Rupert P. Sorelle, is used. Typewriters with blind keys and keyboard shields are used. By this method only touch operators are produced. The care and the mechanism of the machine receive attention, and for those intending to teach, special work in method and practice is given.

a. *First Term.*  $1\frac{1}{4}$  hours. Position of body at the machine; mastery of the keyboard; accuracy and uniformity of touch; centering; fingering.

b. *Second Term.*  $1\frac{1}{4}$  hours. Continuation of work of first term. Special attention is given to accuracy and speed and to learning the various parts of the machine and their uses.

c. *Third Term.* 1¼ hours. Continuation of the second term together with tabulation, carbon copying, mimeographing and speed tests.

### 3. STENOGRAPHY.

Students taking shorthand are requested to enroll for one period of typewriting per day. Five terms are required in this subject for students specializing in the Department of Commerce. The Gregg system is taught. Open to college students only.

a. *First Term.* 2½ hours. A careful study of the manual; drills on word signs; phrasing; dictation exercises; shorthand penmanship; individual instruction.

b. *Second Term.* 2½ hours. Completion of the manual dictation from various phases of commercial work; close attention given to accuracy of outlines; shorthand penmanship; frequent reviewing of principles, etc.

c. *Third Term.* 2½ hours. Reviewing; abbreviation and speed; reading from Gregg Shorthand Reader; beginning letter drills, etc.

### 4. STENOGRAPHY (Continuation of 3).....2½ hours

This course is a continuation of 3. It is designed for students specializing in the Department of Commerce or for those desiring to master the art of stenography. This work will consist of the more difficult shorthand reading and dictation matter. Dictation of business correspondence, newspaper articles, lectures, etc.

### 4. COMMERCIAL ENGLISH.....2½ hours

The object of this course is to give the student a knowledge of plain usable English and how to apply it practically. The work is introduced by a study of sentence structure, punctuation, capitalization, spelling, and the proper use of words. Most of the time, however, is devoted to the application of English in the various phases of correspondence. Letters touching upon every situation in commercial and social life are written and studied in detail.

### 5. COMMERCIAL ARITHMETIC.....2½ hours

The field covered includes, besides other minor elements, fractions, quantity, price and cost, bills and accounts, practical measurements, percentage and its application to commercial discounts, gain and loss, commission, interest, bank discount, partial payments, equation of accounts, stocks and bonds, insurance, taxes, custom house business, exchange, sharing, ratio and proportion, and storage.

## DEPARTMENT OF FINE ARTS

MISS SHANNON, MISS HARWOOD.

## ELEMENTARY COURSES

- I. BEGINNING DRAWING.....1/6 unit  
General freehand drawing with pencil and crayon and beginning water color work.
- II. ELEMENTARY PERSPECTIVE.....1/6 unit  
Prerequisite: Course I. Continuation of pencil and color work, elementary perspective, including the drawing of interiors and exteriors of buildings.
- II. BEGINNING DESIGN.....1/6 unit  
Prerequisite: Course I or its equivalent. The study of the elementary principles of design with some applied work.
- II. LETTERING.....1/6 unit  
Prerequisite: Course I. A study of the principles of good lettering. The making of simple posters, programs, etc.
- IV. COLOR HARMONY.....1 term,  $\frac{1}{3}$  unit  
Prerequisite: Course I. Study of the color circle, hue, value and intensity of color. Application of color schemes to simple costumes, and in the making of simple articles for the home. Outside work required.
- III. ELEMENTARY BOOKBINDING.....1 term,  $\frac{1}{3}$  unit  
The making of booklets, story-covers, memorandum pads, etc. Outside work required.
- IV. CHARCOAL, CRAYON AND BLACKBOARD SKETCHING.....1/6 unit  
Rapid sketching from objects and from nature. Emphasis placed on crayon sketching for public school work. Imaginative sketches for use in illustrative work.

## COLLEGE COURSES

NOTE 1: The first three courses are planned for those students who are of college rank, but who have had no previous training in drawing or color work. Students who have had the beginning drawing should consult with the head of the department before electing these three courses. Students on the general course may elect "Theory and Practice of Teaching Drawing" as a Teachers' Course.

1. BRUSH AND PENCIL SKETCHING.....1 term, 1¼ hours  
Drawing and color work from objects and nature. Realistic and decorative treatment of subjects.
2. COMPOSITION AND PERSPECTIVE.....1 term, 1¼ hours  
Prerequisite: Course 1. Much time given to the study of good composition and to careful drawing of buildings.
3. DESIGN.....1 term, 1¼ hours  
Prerequisite: Course I or 1. Stenciling, block-printing and other work on applied design. Outside work required.
4. ADVANCED DRAWING.....3 terms, 3¾ hours  
Prerequisite: Courses 1 and 2, or the equivalent.
  - a. Charcoal drawing from landscapes; still-life and flowers; also water-color study; crayon; chalk.
  - b. Sketching from casts and from the pose; study of Vanderpoel's "The Human Figure" and drawing from memory and from masterpieces.
  - c. Landscapes and flower compositions in charcoal for arrangements of light and dark—and color. Tempera and chalk.
5. THEORY AND PRACTICE DRAWING.....2½ hours  
Prerequisite: Courses 1 and 2, or the equivalent. A teachers' course.
6. ART APPRECIATION.....1 term, 2½ hours  
Lectures and required reading. The study of painting, architecture, sculpture and design, for appreciation. The fundamental art principles common to all of the space arts; art structure, composition of line and mass, color theory.
7. DRESS DESIGN.....2½ hours  
Prerequisite: Courses 1 and 3, or the equivalent. The planning and drawing of costumes, the careful consideration of color harmony, rythm of line, etc. Outside work.
8. INTERIOR DECORATION.....2½ hours  
Prerequisite: Courses 1 and 2. Sketches of interiors with careful planning of color schemes, taking into consideration curtains, rugs, furniture, etc. Outside work.

9. COMMERCIAL DESIGN.....2½ hours  
Prerequisite: Course 1. The study of posters and advertisement, and the designing of posters, programs, etc.; also careful lettering.
10. SPECIAL PROBLEMS.....2½ hours  
Prerequisite: Course 4. A course designed to meet the needs of students who are specializing in drawing.
11. ADVANCED BOOKBINDING.....2½ hours  
Many books are made; also the study of how book problems can be made a practical part of public school work. Outside work is required.
12. HISTORY OF ART.  
(a) History of Architecture and Sculpture.....2½ hours  
(b) History of Painting.....2½ hours
13. PEN AND INK SKETCHING.....2½ hours  
A course for specializing students and for those who have had enough advanced work to make sketches for the "School Annual."  
NOTE: Courses 8, 11, 12 and 13 may be elected by candidates for the A.B. degree.

## HOME ECONOMICS

MISS KLINGNER, MISS HALL.

### ELEMENTARY COURSES

- III. HOME ECONOMICS FOR RURAL SCHOOLS.....½ unit  
This course is intended for students who expect to teach in rural schools. It includes both cooking and sewing, and the methods of presenting both in rural schools.
- IIIa. ELEMENTARY SEWING.....1 unit
- IV. ELEMENTARY COOKING.....1 unit  
The above courses are of high school rank and no credit will be given them in college courses.

### COLLEGE COURSES

1. PRACTICAL FOODS.....1 term, 2½ hours  
The course is planned for young women who are not specializing in this department, but who would like to have some training in this phase of education for the home. It consists of practical cooking in which the principles involved in preparing food materials containing carbohydrates, fats, and protein are studied. Some simple menus are planned, prepared, and served. This course cannot be substituted for any part of Course 2, but may be used by specializing students as an elective in Home Economics.



## 2. FOOD PREPARATION.....2 terms, 5 hours

This is a laboratory and lecture course. A study is made of the composition, production, cost and preservation of foods; also the principles of cooking in the preparation of representative foods. Prerequisite: Chemistry IV. Suggested prerequisites: Elementary Physics and Botany.

## 3. SELECTION AND ECONOMIC USES OF FOOD.....2 terms, 5 hours

This course includes the study of foods on the basis of meal preparation. Relative costs and food values are worked out. Individual work in the planning and serving of meals for a definite cost is given. Prerequisite: Course 2.

## 4. DIETETICS.....1 term, 2½ hours

A study of the fundamental principles of nutrition and their application to the feeding of individuals and families under varying physiological, social and economic conditions. Prerequisites: Courses 2 and 3 and Physiology.

## 5. BEGINNING SEWING.....2½ hours

This course involves the fundamental principles of both hand and machine sewing. Plain practical garments are made. This course, or its equivalent, is a prerequisite for all other sewing courses.

## 6. HAND SEWING.....2½ hours

In this course illustrative models which may be used by future teachers of Home Economics are made. In these models are all the problems which will be needed in teaching plain sewing. One or two garments are made. Prerequisite: Course 5.

## 7. MACHINE SEWING.....3 terms, 7½ hours

This course makes practical application of the principles presented in the previous courses. Various methods of garment drafting are studied and applied in relation to public school work. Both plain sewing and dressmaking are done and commercial patterns are used. Prerequisite: Course 5 or 6.

## 8. MILLINERY.....2 terms, 2½ hours

This course includes the making of buckram and wire frames, milliners' folds, bows and plaiting and adjustment of trimming.

(a) Fall millinery.....1¼ hours

(b) Spring millinery.....1¼ hours

## 9. TEXTILES.....1 term, 2½ hours

This course deals with the development of the textile industry, the rise of factories, the properties, composition, and tests for the adulteration of materials; the study of fibres, dyeing, the principles of laundering and the hygiene of clothing. Lectures and laboratory. Prerequisite: Chemistry IV.

## 10. HOUSEHOLD MANAGEMENT.....1 term, 2½ hours

This course is designed to give practical knowledge concerning the administration of household affairs, including the location, planning and furnishing of the house, care of each part, sanitation, organization of the household, system, and division of labor as well as the proper disposal of the income.

## 11. METHODS IN HOUSEHOLD ARTS.....1 term, 2½ hours

A teachers' course for specializing students which deals with the various phases of Home Economics in elementary and high schools. The general scope of Home Economics work, the study of equipment, courses of study, lesson plans and special methods are considered. Prerequisite: Ten hours' work in Home Economics.

## DEPARTMENT OF INDUSTRIAL ARTS

MR. MCELROY.

Two-year (60-hour) Course for students preparing to teach the industrial arts in elementary schools.

Industrial Arts.....	17½ hours
Academic Electives.....	20 hours
Education.....	22½ hours

NOTE: Students in Elementary Course looking forward to specialization in Industrial Arts should elect as a maximum two units of work in the Industrial Arts Department before undertaking the specialized work in the college course. However, no credit will be given for this work in the college course; neither will advanced credit be given Industrial Art (Manual Training) Courses taken in high schools.

The electives shall be in Applied Physics, Chemistry, Mathematics and in such other subjects as the head of the Department of Industrial Arts may advise.

The five hours of Practice Teaching required shall be in the Industrial Arts.

Three-year (90 hour) Course for High School Teachers.

One year (30 hours) additional to the 60-hour course.

Electives.....25 hours

Education..... 5 hours

NOTE: Electives of Industrial Arts and other subjects will be determined by the Head of the Department and the President of the Faculty.

## WOODWORKING

### I-10. ELEMENTARY WOODWORK..... $\frac{1}{2}$ unit or 2 $\frac{1}{2}$ hours

Designed to give experience in the use and care of the principal woodworking tools at the bench, an insight into the technical processes involved in construction, an acquaintance with shop drawings, and to afford training in design and decoration of problems appropriate to school shops.

### II-20. ADVANCED WOODWORK..... $\frac{1}{2}$ unit or 2 $\frac{1}{2}$ hours

A continuation of Course 10. More difficult problems in design and execution are attempted and special emphasis is placed on the technical processes involved. Wood finishing is given some attention.

### III-30. WOOD TURNING..... $\frac{1}{2}$ unit or 2 $\frac{1}{2}$ hours

This course deals with projects illustrating the fundamental operations in turning between centers, face-plate work, chuck turning, turning in halves, and polishing with oil and shellac. A study is also made of speeds suitable to turning various diameters and woods best suited to turning. Prerequisite: Elementary Woodwork and first half of Mechanical Drawing.

### 40. MACHINE WOODWORK.....5 hours

This course deals with the operation of power wood-working machinery. Emphasis will be placed on furniture construction and the building of furniture and equipment for the school. Prerequisites: Elementary Woodwork and first half of mechanical drawing.

### 110. PATTERN MAKING.....1 $\frac{1}{4}$ hours

A course in elementary pattern making in which a study is made of tools and materials used in the industry, the making of patterns for solid and hollow castings, the principles of moulding and casting. Prerequisite: Elementary Woodwork.

## 120. CARPENTRY AND HOUSE BUILDING.....5 hours

A course covering the essentials of house construction. The work will comprise a study of materials, methods of joinery, house planning, design, construction and decoration. Prerequisite: Elementary Woodwork and part of Mechanical Drawing.

## METAL WORKING

## 50. COLD METAL WORK.....1 ¼ hours

This course offers instruction in sheet metal, such as iron, copper and brass. The processes include bending and joining, hammering and raising, sawing and filing, coloring and polishing. Designing of furniture fittings is a part of the course.

## 60. FORGING.....¾ unit or 5 hours

A course in design and construction in hand-wrought iron and steel.

## 70. BASKETRY.....1 ¼ hours

This course includes the study and weaving of some of the typical forms of basketry.

## 171. CONCRETE AND CEMENT WORK.....1 ¼ hours

This course is intended to give a working knowledge of materials for home and farm use.

## DRAWING AND DESIGN

## IV 80. MECHANICAL DRAWING.....5 hours

This course is planned to give a thoro grounding in the elements of the subject. The relation of the draughting room to the shop brings the student in close touch with practical problems.

## 100. ARCHITECTURAL DRAWINGS.....5 hours

This course deals with the elements of design, ornament and the classic orders. Plans and elevations of simple buildings are made. Students spend considerable time observing houses under construction as the basis for study of building materials and methods of construction.

## 101. INDUSTRIAL ARTS DESIGN.....2 ½ hours

This course will deal with the fundamental principles of good construction, design, and appropriate decoration of projects in pottery, sheet metal, furniture, and other industrial arts materials. Demonstrations and laboratory work. Presupposes some knowledge of free-hand and mechanical drawing.

## INDUSTRIAL ARTS EDUCATION

## 90. INDUSTRIAL ARTS FOR ELEMENTARY SCHOOLS.....2½ hours

Teachers' Course. This course deals with the typical forms of the Industrial Arts applicable to the conditions in the elementary school. Studies are made of the processes involved in the manufacture of common things and the materials used in construction. The course also deals with the relation of the Industrial Arts to the other school studies, and to the Fine Arts, methods of teaching, cost of materials, and supervision of instruction. Prerequisites or parallels: Principles of Teaching, or Primary Methods, or Kindergarten Theory.

## III. INDUSTRIAL ARTS FOR RURAL SCHOOLS.....1/6 unit

This course takes up problems suited to the needs of rural school and farm life. The construction is in different materials, and objects useful in the school and about the farm home are made.

## 190. INDUSTRIAL EDUCATION.....2½ hours

A study of the meaning of Industrial Education, its history, growth and development, its problems, methods of teaching and supervision, correlation with other school subjects. The course presupposes Principles of Teaching and several courses in Industrial Arts.

## 92. ADMINISTRATION OF THE INDUSTRIAL ARTS.....2½ hours

This course deals with problems of administration, supervision and direction of the practical arts in education. A study is made of tools and materials, cost of equipment and maintenance, courses of study, types of schools, and methods of organization and control. The course presupposes a grasp of educational problems and a technical knowledge of several of the industrial arts.

## PUBLIC SCHOOL MUSIC DEPARTMENT

MR. GARDNER, MISS RUTLEDGE.

## ELEMENTARY COURSES

## I. ELEMENTS OF MUSIC (three terms).....½ unit

## II. PIANO (72 Lessons) : 2½ hours, or ½ unit.

VOICE (72 Lessons) : 2½ hours, or ½ unit.

VIOLIN (72 Lessons) : 2½ hours, or ½ unit.

BAND INSTRUMENTS (72 Lessons) : 2½ hours, or ½ unit.

ORCHESTRA (72 Lessons) : 2½ hours, or ½ unit.

DRAMATIC ART (72 Lessons) : 2½ hours, or ½ unit.



## ADVANCED COURSES

1. SIGHT SINGING.....1¼ hours
2. SIGHT SINGING.....1¼ hours

Prerequisite: Course 1.

3. SIGHT SINGING.....1¼ hours

Prerequisite: Course 2.

4. SIGHT SINGING.....1¼ hours

Prerequisite: Course 3.

The courses in Sight Singing require singing at sight such music as is taught in public schools.

5. METHODS I.....2½ hours

This course treats of material and methods for primary grades.

6. METHODS II.....2½ hours

A systematic course, covering all necessary details of material and methods for the intermediate grades. Prerequisite: Methods I.

7. GENERAL METHODS.....2½ hours

This course presents a complete music outline for all grades. In a general way it covers the work of courses 5 and 6.

8. COLLEGE BAND AND ORCHESTRA.

Anyone who plays an instrument is eligible to membership. The organizations play for athletic games and other entertainments. The school orchestra will illustrate the points raised in the orchestra class. Students are urged to bring instruments with which they are familiar. Credit: 2½ hours or ⅓ unit for 72 rehearsals.

9. GLEE CLUB.

The glee club for men and the glee club for women have the same requirements for entrance as the College Chorus. The material for men's club will be organized for use in high school glee clubs. The material for women's glee club will be organized for recreational singing for unchanged voices in grammar grades and high school. Credit: 2½ hours or ⅓ unit for 72 rehearsals.

10. COLLEGE CHORUS.

A good voice, a musical ear and ability to read music at sight are requirements for entrance to this organization. All students making music their major subject are required to sing in this chorus. The material will be organized for upper grades and high school. Credit: 2½ hours or ⅓ unit for 72 rehearsals.

101. HARMONY I.....2½ hours  
 102. HARMONY II.....2½ hours  
 Prerequisite: Course 101.

Courses 101 and 102 take up major and minor scales; the three primary triads in major and minor. This study is applied in a variety of ways, including the composition of melodies, harmonizing basses, hymn analysis, keyboard harmony and harmonic dictation; the dominant seventh chord; secondary triads; cadences; open harmony; inversion of triads; secondary seventh chords and their inversions; modulating; passing tones and other non-harmonic tones.

103. HISTORY OF MUSIC.....2½ hours

Some knowledge of the origin and development of music as an art is practically indispensable to one wishing to gain true musical understanding and appreciation. The subject is studied with the idea of ascertaining events and their effects on the development of music rather than merely a study of names and dates.

PIANO (72 Lessons): 2½ hours, or ⅓ unit.

VOICE (72 Lessons): 2½ hours, or ⅓ unit.

VIOLIN (72 Lessons): 2½ hours, or ⅓ unit.

BAND INSTRUMENTS (72 Lessons): 2½ hours, or ⅓ unit.

ORCHESTRAL INSTRUMENTS (72 Lessons): 2½ hours, or ⅓ unit.

DRAMATIC ART (72 Lessons): 2½ hours, or ⅓ unit.

NOTE: No credit will be given for work done in schools not approved.

NOTE: Tuition for private lessons, term of ten weeks:

Voice, 1 term, two lessons a week, \$15.

Piano, 1 term, two lessons a week, \$15.

Violin, 1 term, two lessons a week, \$15.

Violin, 1 term, two lessons a week, four in class and violins furnished for practice, \$5.

Dramatic Art, 1 term, 16 lessons, story telling, \$3.

Expression, 1 term, 20 class lessons, \$5.

Expression, 1 term, 20 private lessons, \$10.

Courses 101, 102 and 103 may be elected for the A.B. degree.

PHYSICAL EDUCATION

MR. GREIM, MISS ELLIOTT.

The aims of this department are to enable the students of the school "to live at their best," to aid them in the formation of habits of hygienic living, and to qualify them with the necessary knowledge of how to make the schoolroom a place of normal and symmetrical growth, rather than a means of breeding disease and destroying vitality. It is urged that every teacher should have a keen and intelligent appreciation of the means necessary to preserve the health and foster the growth of those entrusted by the state to his care.

MEN'S DEPARTMENT

- 1. ANATOMY.....3 terms, 7½ hours

This course is designed to give to the student the structure of the bony framework of the body and its articulation; and the function, origin, insertion, nerve and blood supply of the muscles. The vital organs of the body are studied from a "regional" standpoint so that the student can obtain the proper knowledge as to poise and carriage affecting the thoratic cavities, allowing a freedom of restriction, as the case may be. The "body as a machine" is carefully stressed, and a thoro study made of the joints of the body, including the synovial membranes and ligaments, with special attention to those most likely to be injured in athletic contests, such as the knee, ankle and shoulder.

- 2. THEORY OF GAMES AND ATHLETICS.....2 terms, 5 hours

This course is designed to give the student some of the psychological principles governing the play of animals and the play of man. The modern physical director must understand the intimate relationship existing between body and mind. He must be familiar with gymnastics, athletics, games, sports, etc. He must also be able to prescribe corrective and remedial exercises to those needing such. He must have a clear and practical knowledge of "first aid to the injured" methods; and he must be able to make thoro and intelligent examinations of heart, lungs and other organs.

PHYSICAL EXAMINATION

A physical examination, if desired, is given each student before entering any term or enrollment of any class. The measurements taken and tests given have each a definite purpose of the muscular condition of the individual. A diagnosis is also made of the vital organs to ascertain the functional condition of those organs, and a complete inspection of the whole body is made to detect any weakness or deformity that may exist. Based upon the information thus obtained, advice is

given and suitable exercise prescribed. Each student may secure a copy of his measurements and the anthropometric chart showing in a graphic form his development as compared with that of the average or typical man.

### **GYMNASTICS**

During the winter term the work is indoors. It consists of light and heavy gymnastics, which are selected with a view to progression and suitability to pupils of grammar and high school grades.

#### **LIGHT APPARATUS**

Such as Indian clubs, dumb-bells, wands, bar bells, etc.

#### **HEAVY APPARATUS**

Graded exercises are given on parallel bars, vaulting bars, bounce board and mat, side and long horses, high and low horizontal bars, traveling and flying rings, etc.

### **INDOOR ATHLETICS**

Instruction will be given in all indoor track events preparatory for indoor track meets. Preliminary practice is begun for outdoor work.

### **GAMES**

Including basketball, indoor baseball, bowling, also other games of more recreative nature.

### **ATHLETICS**

"Every man in some form of athletics" is the slogan of the athletic department. Class games in the major sports will be encouraged. For those who are unable to participate in the more strenuous sports games of a milder nature will be used. Volley ball leagues and tennis tournaments will be supervised. Soccer will be taken up and its virtues elaborated upon. Special and specific individual prescription of exercises will be given those needing same.

In the fall and spring terms the courses in the gymnasium are supplemented by instruction in outdoor athletics. Individuals are assigned to the kind of work best suited for them. Attendance is compulsory and the regular credit for Physical Training is given.

In the fall the following sports are offered:

Football, track and field events, lawn tennis, and outdoor basketball.

In the spring baseball, track and field work, lawn tennis, etc., are offered.

Three days per week will be regarded as full time for physical work. Regulation uniforms to all "Varsity" first teams in football, basketball and baseball. All members of these various teams, except football, must furnish their own shoes.

Days unfit for outdoor work will be given to discussion of rules and conferences on the organization and management of sports.

## WOMEN'S DEPARTMENT

### General Work:

#### GYMNASIUM I.

Principally floor work. Offered each term.

#### GYMNASIUM II.

Principally games. Offered each term.

#### GYMNASIUM III.

Folk dancing. Offered each term.

#### TENNIS.

Offered summer and fall terms.

#### WALKING.

This work is offered for those physically unable to take more active exercise.

Credit for general work: One-ninth of a unit per term.

Classes meet three times a week.

### Special Work:

#### 1. METHODS IN PHYSICAL EDUCATION.....2½ hours

This course deals with physical training in the grades. Offered fall and spring terms.

#### 2. TEACHERS' PHYSICAL TRAINING.....2½ hours

This work is more advanced than course 1. Offered winter and summer terms.

#### DANCING I.....1¼ hours

Elementary technique and dancing. Lecture and practice.

#### DANCING II.

Advanced technique and dancing. Lecture and practice.

#### NORMAL PRACTICE I.....1¼ hours

Elementary floor work, marching, calisthenics, games, etc. Offered fall and spring terms.

#### NORMAL PRACTICE II.....1¼ hours

Offered winter and summer terms.

#### ADVANCED FLOOR WORK.....1¼ hours

Theory and practice.



### CREDIT IN PHYSICAL TRAINING

All students are required to take Physical Training three hours a week during *half as many terms as they are enrolled and in attendance*, provided that candidates for the Rural Certificate and the Regents' Certificate must present *not less than two terms*, and that candidates for the Life Certificate Diploma, the High School Teachers' Diploma and the degrees, Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Education, not less than *three terms*, and provided further, that not more than two-thirds of a unit of credit may be offered for graduation.

One-ninth of a unit credit is given for one term's work in the Elementary Course and one and one-fourth hours is the measure of a year's work in college courses.

### GYMNASIUM UNIFORMS

Regulation uniforms are required of all classes in Physical Training. Students are advised not to procure these uniforms until after their arrival at school.

Regulation uniforms for girls are black serge bloomers, white tennis shoes and a white middy blouse.

### CORRESPONDENCE STUDY DEPARTMENT

The primary purpose of correspondence study is to enable students to do a minimum of work out of school in order that they may work to better advantage when again in school. If a single subject taken by correspondence enables a student to complete his work in residence one quarter sooner, or if a quarter's work by correspondence enables him to be graduated a year earlier, the saving is evidently worth while. This is particularly true since correspondence study may be done while one is engaged in another occupation.

Altho no courses are offered by correspondence which may not be done well, and altho full credit is given for all courses completed, students are not advised to substitute a large amount of work by correspondence for work in residence.

#### Courses Offered

##### AGRICULTURE AND GEOGRAPHY:—

##### IIa. Grain Judging.

1. Cereals
6. Feeds and Feeding
9. Farm Management
- I. Physiography (1 unit)

## BIOLOGY:—

10. Heredity

## COMMERCE:—

- I. Penmanship ( $\frac{1}{2}$  unit)
1. Accounting (three terms)
  3. Stenography (two terms)
  5. Commercial Arithmetic (one term)

## DRAWING:—

- 12a. History of Architecture and Sculpture  
12b. History of Painting

## ECONOMICS:—

1. General Economics
  2. Economic History
  3. Economic Geography
100. Public Finance

## EDUCATION:—

3. Educational Psychology (Child Study)  
10a. History of Education  
13. Rural Sociology

## ENGLISH:—

1. Composition (two terms)
  3. History of English Literature (three terms)
  7. Shakespeare
  9. Victorian Poets
  12. American Poets
100. Wordsworth and the Lake Poets

## FRENCH AND SPANISH:—

1. Elementary French (second and third terms)
3. Intermediate French (three terms)
1. Elementary Spanish (second and third terms)

## HISTORY:—

- III. English History a and b
1. European History a, b, and c.
  2. Ancient History a, b and c
101. English Constitutional History  
102. Government of United States  
109. Recent American History

## HOME ECONOMICS:—

9. Household Management

## INDUSTRIAL ARTS:—

80. Mechanical Drawing

## LATIN:—

- 1a. Latin Grammar and Prose Composition (first half)\*  
1b. Latin Grammar and Prose Composition (second half)  
5a. Cicero's De Senectute  
5b. Cicero's De Amicitia  
\*One term of Latin Grammar and Composition must be done in residence.

## MATHEMATICS:—

1. Solid Geometry  
2. Plane Trigonometry  
3. Analytic Geometry (two terms)  
4. College Algebra  
6. Calculus (two terms)

## MUSIC:—

- 101 and 102. Harmony  
103. History of Music

## PHYSICS:—

4. Household Physics  
101. History of Physics  
102. Mechanics

## PHYSIOLOGY AND HYGIENE

- III. Physiology  
2. Teachers' Hygiene  
3. Child Hygiene

## NOTES

1. The term "course" as here used is the measure of one subject pursued during one quarter. It is usually possible to continue a subject that extends over more than one quarter.

2. The preparation necessary for taking any of the foregoing courses is indicated in this catalog. Substitution courses may be recommended by the Correspondence Study Department.

3. All correspondence work will be conducted by the instructors who have charge of the residence work, and full credit will be allowed for all work thus accomplished.

4. Outlines of all courses given by correspondence must be filed with the chairman of the correspondence committee.

5. Twenty written lessons will be the minimum requirement for credit in any course. Full directions for study, including reference by page or chapter to sources, will accompany each lesson. The recitation, prepared by the student and mailed to the instructor, together with any difficulties or questions arising from the study will be corrected and returned to the student before the succeeding lesson is prepared. The student's name and address should be placed on every recitation paper.

6. Since it is not possible to carry on the correspondence study work during the summer quarter it is *imperative* that all courses begin early enough in the school year to be finished before the *opening* of this quarter. Do not ask for courses by correspondence, therefore, during the summer quarter. *All courses for which credit is received must be completed within the school year of the student's enrollment. No credit will be given for correspondence courses completed when a student is in residence and has enrolled for ten hours' work.*

7. Correspondence courses are open only to students who have attended the Central Missouri Teachers College or who have standing in this school.

8. Credit will not be given here for correspondence work done in other institutions while a student is in residence here and enrolled for ten hours' work.

9. Please do not ask for courses not scheduled in this catalog.

10. A fee of nine dollars, payable in advance, will be charged for each course. This fee, which must be accompanied by an application blank properly filled, will not be refunded on account of a student's inability to complete the course. Do not ask for it.

11. Text and reference books, recommended for use, may be purchased by the student, or, if desired, may be secured from the library upon the payment of \$1 *additional fee*. One dollar covers the library fee for all courses taken within one year. But all transportation charges must be met by the student, and all material thus loaned must be returned before credit is given on the course taken.

12. Postage (or, preferably, a stamped, self-directed envelope) must be sent by the student for the return of each lesson-paper.

13. Those who desire school work by correspondence should fill out an application blank and send it, together with the fee, to the Correspondence Study Department.

APPLICATION FOR REGISTRATION  
CORRESPONDENCE STUDY DEPARTMENT

(Fill out completely, detach and mail to Correspondence Study Department.)

Applicant's full name.....

Present address..... Date.....

Occupation..... Amount enclosed.....

If a member of the College give:

(1). Classification. (This means the year in the College course to which you are assigned).....

(2) Year and term when last in the school.....  
If a member of another institution, give name of institution and Classification.....

Instruction desired by correspondence.....

Subject .....

Catalog number of course.....

State definitely the work you have previously done in the general subject desired by correspondence.....

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Remarks.....

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**ENROLLMENT FOR THE YEAR****June, 1918, to June, 1919.**

Number of different students attending STATE TEACHERS COLLEGE.....	1657
Number of different students attending the Training School.....	430
Number of different students taking correspondence-study work.....	324
Number of different students in extension work.....	128
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Total number served .....	2539

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**MISCELLANEOUS STATISTICS****Scholastic Year 1918-1919.**

Number of 120-hour Diplomas issued.....	16
Number of 90-hour Diplomas issued.....	32
Number of 60-hour Diplomas issued.....	183
Number of Regents Certificates issued.....	140
Number of Regents Certificates reissued.....	51
Number of Rural School Certificates recommended for issue.....	6
Number of Rural School Certificates recommended for reissue .....	6
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Total number issued during the year.....	434

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Whole number of Diplomas issued since organization.....	3393
Whole number of Certificates issued since organization.....	4772

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Total number of Diplomas and Certificates issued.....8165

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